STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

TO: Clerk of the Senate
Clerk of the House of Representatives

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: May 7, 2018

SUBJECT: Report on the Performance of Commissioner's Network Schools

In accordance with Connecticut General Statutes 10-223h(j), enclosed please find the Connecticut State Department of Education's analysis of the performance of schools participating in the Commissioner's Network.

If you have any questions, please contact Laura J. Stefon, Chief of Staff, at 860-713-6493. Thank you.

cc: Education Committee
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Annual Report on the Performance of Commissioner's Network Schools

April 2018

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut State Department of Education

TABLE OF CONTENTS

INTRODUCTION **3**
METHODOLOGY AND DATA **3**
RESULTS **4**
Overall Performance: The Accountability Index 4
Academic Achievement: The Performance Index 5
Academic Growth 6
Chronic Absenteeism 8
Suspension Rate 8
High School Graduation Rate 9
Performance Evaluation Ratings 10
SUMMARY **11**
APPENDIX **12**

INTRODUCTION

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to improve student achievement in up to 25 schools. It offers new resources and authorities to empower teachers and school leaders to implement research-based strategies. Schools are selected by the Commissioner of Education to participate in the network for a period of three to five years. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. The network began in the fall of 2012. At present, there are 15 schools participating in the network.

Subsections (j)(1) and j(2) of Connecticut General Statutes Section 10-223h require the CSDE to submit an annual report on the academic performance of schools in the network to the Connecticut General Assembly. This report fulfills that requirement. It presents the performance of each network school and compares/analyzes the performance for all network schools.

METHODOLOGY AND DATA

The primary data source for this report are the results from Connecticut's Next Generation Accountability System. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. A brief overview of the system is contained in an FAQ in the appendix. The system began implementation in 2014-15. For purposes of comparing and analyzing the academic performance of the network schools, this report will focus on the following indicators from the accountability system:

Accountability Index
Performance Index
Academic Growth
Chronic absenteeism
Graduation Rate

In addition to these accountability indicators, the report will also analyze student suspension rates because they are an important measure of school climate and student engagement.
For each school, the appendix includes the accountability reports for 2015-16 and 2016-17, as well as a one-page "fast facts" report that provides trend charts on some of these indicators. For many of these indicators, disaggregated data by race/ethnicity, gender, socioeconomic status,

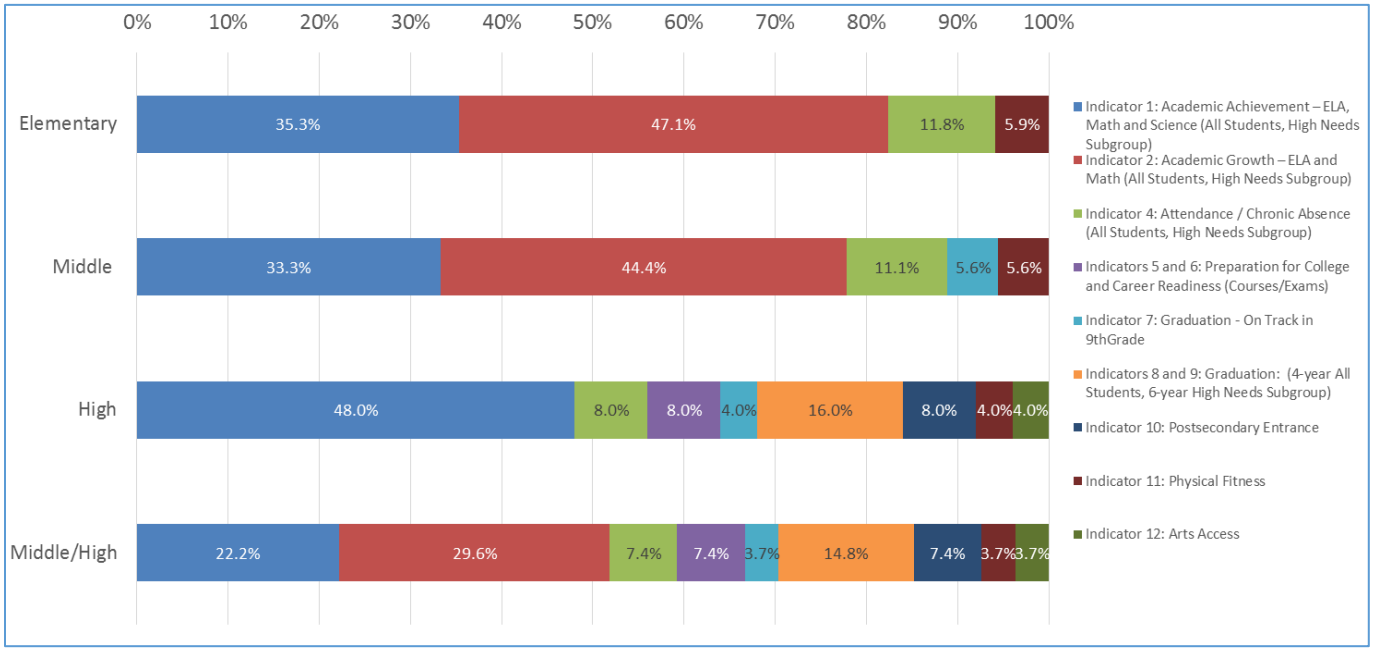
special education status, and English learner status are available on the CSDE's interactive data portal, EdSight, at http://edsight.ct.gov. Also included in the appendix are the aggregate performance evaluation results for educators.

RESULTS

Overall Performance: The Accountability Index

The accountability index is the total percentage of possible points earned by the school on all applicable indicators in the system. Each indicator is allotted a maximum possible points. Based on the results achieved on an indicator, the school earns points on a sliding scale toward that indicator. The total points earned divided by the total possible points that could have been earned on all applicable indicators is the accountability index. The maximum possible points allotted for each indicator is visually represented as proportional weights below. Based on school grade configurations, anywhere from 36 percent to 44 percent of all points are allotted separately toward the achievement, growth, chronic absenteeism, and six-year high school graduation rate of high needs students[1].

Indicator Weights by School Type, 2015-16 Onward



[1] These are students who are English learners, students with disabilities, and/or those eligible for free or reduced price meals.

Accountability Index Trend for Commissioner's Network Schools

District Name	School Name	When Entered Network	2014-15	2015-16	2016-17
Bridgeport School District	Columbus School	Fall 2016	51.3	58.0	49.1
	Dunbar School	**Fall 2013**	**53.0**	**41.3**	**44.8**
	Luis Munoz Marin School	**Fall 2014**	**41.1**	**43.7**	**46.9**
East Hartford School District	East Hartford Middle School	Fall 2015	61.9	58.0	56.2
	Robert J. O'Brien School	**Fall 2014**	**63.0**	**61.3**	**66.7**
New Britain School District	New Britain High School	Fall 2017	55.8	55.1	56.3
New Haven School District	Clinton Avenue School	Fall 2016	54.6	61.2	58.0
	Lincoln-Bassett School	**Fall 2014**	**48.9**	**72.4**	**59.2**
	Wilbur Cross High School	**Fall 2013**	**52.2**	**55.3**	**57.3**
Norwich School District	**Uncas Network School**	**Fall 2014**	**62.7**	**56.3**	**64.8**
Waterbury School District	**Crosby High School**	**Fall 2013**	**50.3**	**50.0**	**51.3**
	Walsh School	**Fall 2013**	**51.5**	**64.5**	**58.0**
Winchester School District	Batcheller Early Education Center	Fall 2016	65.1	65.2	88.8
	Pearson Middle School	Fall 2016	74.0	71.2	65.3
Windham School District	**Windham Middle School**	**Fall 2013**	**56.3**	**55.3**	**53.4**
	Statewide Accountability Index		**76.1**	**73.1**	**73.2**

*Note: Schools in **bold** have been in the network for more than two years.*

Though the network schools perform substantially below the state accountability index, seven of the nine schools that have been in the network for more than two years (i.e., entered in either fall 2013 or fall 2014) demonstrated improvement in their accountability indexes from 2014-15 to 2016-17.

Academic Achievement: The Performance Index

The performance index, which is commonly referred to as the DPI (for districts) and the SPI (for schools), is an aggregate measure of student achievement. It tells us how well students are doing academically in a given school year. The simplest way to think of the DPI or SPI is that it is the average score of students in a subject area (e.g., English language arts, mathematics). A 7-minute video produced by the CSDE provides a simple overview of the performance index. The primary advantage of an index approach is that it encourages educators to help improve all students, and not just those on the cusp of the "proficiency" level.

School Performance Index Trend for Commissioner's Network Schools

		English Language Arts			Mathematics		
District Name	**School Name**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Bridgeport School District	Columbus School	47.2	49.8	45.7	35.8	39.0	37.5
	Dunbar School	**51.1**	**46.1**	**41.7**	**40.2**	**35.5**	**35.6**
	Luis Munoz Marin School	**39.1**	**38.5**	**40.2**	**30.1**	**30.6**	**34.4**
East Hartford School District	East Hartford Middle School	54.1	54.5	54.8	43.5	44.7	44.1
	Robert J. O'Brien School	**56.1**	**56.1**	**56.7**	**46.7**	**45.0**	**47.7**
New Britain School District	New Britain High School	51.6	42.0	44.4	41.4	40.9	41.7
New Haven School District	Clinton Avenue School	51.8	54.5	57.5	43.2	48.5	46.4
	Lincoln-Bassett School	**51.0**	**56.1**	**56.0**	**42.1**	**51.5**	**53.8**
	Wilbur Cross High School	**41.0**	**47.0**	**45.1**	**33.9**	**42.4**	**40.3**
Norwich School District	**Uncas Network School**	**54.8**	**52.6**	**54.8**	**46.9**	**48.5**	**52.2**
Waterbury School District	**Crosby High School**	**41.8**	**43.9**	**41.5**	**31.7**	**38.5**	**36.6**
	Walsh School	**44.5**	**53.2**	**50.5**	**37.8**	**44.9**	**48.3**
Winchester School District	Pearson Middle School	66.9	63.7	63.8	54.4	55.6	57.8
Windham School District	**Windham Middle School**	**49.8**	**55.0**	**54.5**	**41.5**	**44.8**	**45.7**
	Statewide Performance Index	**67.9**	**67.7**	**67.1**	**59.3**	**61.4**	**62.2**

*Note: Schools in **bold** have been in the network for more than two years.*

Student achievement in most network schools substantially lags the state average; however, of the nine schools that have been in the network for over two years, six improved achievement in ELA while eight improved achievement in mathematics from 2014-15 to 2016-17.

Academic Growth

While achievement is a one-time snapshot measurement of a student's academic performance, growth is the ***change*** in that achievement score for the same student between two or more points in time. Connecticut's growth model is a matched student cohort growth model. It evaluates the achievement of the same student from one grade in year 1 to the next higher grade in year 2. This is generally considered the gold standard for growth because there are no mismatched students; only those students who are matched across years are included in this calculation.

Connecticut's growth model is based on the Smarter Balanced ELA and Mathematics assessments and applies to students in Grades 4 through 8. Each student's growth is evaluated

against an individualized growth target amount on the Smarter Balanced vertical scale. The growth targets, if achieved, are designed to get students to higher levels of achievement in future years. A 20-minute video produced by the CSDE provides an introduction to this growth model. For those who have a working knowledge of Connecticut's growth model, an 8-minute video provides a brief explanation of the two different ways that Connecticut reports academic growth in English language arts and mathematics. The growth indicator used for accountability purposes is the Average Percentage of Target Achieved; this is the ***percentage of the growth target*** that is achieved on average by all students. The accountability expectation is that this average will be 100% for all students and subgroups. Since this growth measure applies only to students enrolled in Grades 4 through 8, high schools are excluded from the growth results table below.

Average Percentage of Growth Target Achieved – Trend for Commissioner's Network Schools

		English Language Arts		Mathematics	
District Name	**School Name**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
Bridgeport School District	Columbus School	67.4	37.9	61.8	42.5
	Dunbar School	**36.8**	**36.3**	**26.5**	**42.3**
	Luis Munoz Marin School	**49.8**	**51.6**	**47.8**	**52.0**
East Hartford School District	East Hartford Middle School	52.9	49.5	47.0	47.8
	Robert J. O'Brien School	**67.2**	**65.6**	**38.3**	**56.5**
New Haven School District	Clinton Avenue School	64.9	60.3	66.4	39.1
	Lincoln-Bassett School	**78.5**	**49.6**	**94.6**	**63.7**
Norwich School District	**Uncas Network School**	**43.6**	**64.9**	**52.3**	**56.7**
Waterbury School District	**Walsh School**	**76.0**	**37.3**	**62.3**	**61.2**
Winchester School District	Pearson Middle School	69.1	56.2	64.1	54.9
Windham School District	**Windham Middle School**	**58.4**	**46.4**	**49.6**	**40.7**
	State Average	**63.8**	**55.4**	**65.0**	**61.7**

*Note: Schools in **bold** have been in the network for more than two years.*

Overall, the state as whole and the Network schools in particular have a lot of work to do to improve the academic growth of students across the grades. There are some bright spots but the results have been mixed. Lincoln-Bassett School in New Haven showed strong growth in both subjects in 2015-16 but not so in 2016-17. Uncas Network School from Norwich School District has shown promising improvement in its growth results from 2015-16 to 2016-17, though still well below the ultimate target of 100%.

Chronic Absenteeism

Indicator 4 of the accountability system is chronic absenteeism. It represents the percentage of students missing at least 10 percent of the days enrolled for any reason. Chronic absence has been shown to be related to academic achievement, high school graduation, drop-out, and juvenile delinquency. Absences occur due to many factors, e.g., health, unstable housing, lack of transportation, student disengagement from school, and safety/school climate. By removing barriers to attendance, districts, schools and community partners can improve school attendance.

Chronic Absenteeism Trend for Commissioner's Network Schools

District Name	School Name	2014-15	2015-16	2016-17
Bridgeport School District	Columbus School	24.3	24.3	20.3
	Dunbar School	**28.7**	**26.6**	**21.9**
	Luis Munoz Marin School	**25.8**	**24.5**	**22.2**
East Hartford School District	East Hartford Middle School	11.9	9.5	12.4
	Robert J. O'Brien School	**16.5**	**7.7**	**10.0**
New Britain School District	New Britain High School	39.3	33.3	34.0
New Haven School District	Clinton Avenue School	23.2	18.7	14.9
	Lincoln-Bassett School	**30.0**	**19.5**	**13.7**
	Wilbur Cross High School	**50.5**	**41.6**	**37.4**
Norwich School District	**Uncas Network School**	**12.3**	**8.8**	**7.7**
Waterbury School District	**Crosby High School**	**34.6**	**32.0**	**30.6**
	Walsh School	**21.4**	**12.9**	**12.6**
Winchester School District	Batcheller Early Education Center	12.1	12.2	6.8
	Pearson Middle School	5.7	4.1	4.8
Windham School District	**Windham Middle School**	**19.9**	**16.4**	**15.0**
	State Average	**10.6**	**9.6**	**9.9**

*Note: Schools in **bold** have been in the network for more than two years.*

Almost all the network schools have shown a decline in their chronic absenteeism rates over the past three years. Substantial declines occurred in all three New Haven schools and at Walsh School in Waterbury.

Suspension Rate

The suspension rate is the percentage of students in a school year receiving at least one suspension (in-school or out-of-school) or expulsion. Studies suggest a correlation between exclusionary discipline policies and practices and an array of serious educational, economic, and

social problems. These include: school avoidance and diminished educational engagement; decreased academic achievement; increased behavior problems; increased likelihood of dropping out; substance abuse; and involvement with juvenile justice systems.

Suspension Rate Trend for Commissioner's Network Schools

District Name	School Name	2014-15	2015-16	2016-17
Bridgeport School District	Columbus School	9.7	8.0	13.2
	Dunbar School	**23.3**	**16.1**	**14.6**
	Luis Munoz Marin School	**16.2**	**13.0**	**7.8**
East Hartford School District	East Hartford Middle School	23.1	18.6	20.5
	Robert J. O'Brien School	**6.9**	**3.6**	**1.8**
New Britain School District	New Britain High School	29.2	30.6	24.1
New Haven School District	Clinton Avenue School	5.5	*	*
	Lincoln-Bassett School	**11.2**	**8.8**	**8.9**
	Wilbur Cross High School	**9.3**	**8.6**	**9.0**
Norwich School District	**Uncas Network School**	**5.9**	**3.5**	**2.8**
Waterbury School District	**Crosby High School**	**36.0**	**41.8**	**37.3**
	Walsh School	**16.9**	**10.6**	**5.5**
Winchester School District	Batcheller Early Education Center	*	*	*
	Pearson Middle School	3.8	6.5	8.8
Windham School District	**Windham Middle School**	**32.1**	**30.0**	**23.5**
	State average	**7.2**	**7.0**	**6.7**

*Note: Schools in **bold** have been in the network for more than two years.*

** Counts are small and data have been suppressed to protect student confidentiality*

Most network schools show a reduction in their suspension rates over the past three years with sizeable reductions occurring at Luis Munoz Marin School in Bridgeport, New Britain High School in New Britain, Walsh School in Waterbury, and Windham Middle School in Windham.

High School Graduation Rate

The four-year adjusted cohort graduation rate is the percentage of 9th graders who graduate with a regular high school diploma in four years or less. Some students benefit from having an extra year or two to complete high school. Therefore, in addition to the four-year rate, Connecticut's Next Generation Accountability System incorporates the six-year rate in the accountability system to serve as an important additional measure of high school success. Separate points are awarded for the six-year graduation rate of high need students.

High School Graduation Rate Trend for Commissioner's Network Schools

		Four-Year Rate (All Students)			Six-Year Rate (High Needs Students)		
District Name	**School Name**	**2013-14 Cohort**	**2014-15 Cohort**	**2015-16 Cohort**	**2011-12 Cohort**	**2012-13 Cohort**	**2013-14 Cohort**
New Britain School District	New Britain High School	65.5	70.0	75.5	65.2	67.6	72.5
New Haven School District	**Wilbur Cross High School**	**65.1**	**66.2**	**77.0**	**72.6**	**72.5**	**69.5**
Waterbury School District	**Crosby High School**	**72.0**	**69.7**	**74.1**	**64.3**	**68.4**	**74.7**
	State Average	**87.0**	**87.2**	**87.4**	**77.6**	**78.6**	**82.0**

*Note: The Cohort year is the year of on-time (four-year) graduation. Schools in **bold** have been in the network for more than two years.*

The four-year graduation rate of all students for all three high schools is above 70 percent and higher in 2015-16 as compared to 2013-14. However, these rates are substantially lower than both the state average (87.4 percent in 2015-16) *and* the ultimate state graduation rate target of 94 percent. The six-year graduation rate of high needs students has improved in two of the three schools from 2011-12 to 2013-14. The rate are still below both the state average (82 percent for the 2013-14 cohort) *and* the ultimate state graduation rate target of 94 percent.

Performance Evaluation Ratings

Almost all educators in the Commissioner's Network schools were rated as Proficient or Exemplary.

Number of Educators by Rating in Commissioner's Network Schools, 2016-17

District Name	School Name	Below Standard	Developing	Proficient	Exemplary
Bridgeport School District	Columbus School	0	*	27	10
	Luis Munoz Marin School	0	0	40	14
	Dunbar School	0	*	31	*
East Hartford School District	Robert J. O'Brien School	0	0	31	9
	East Hartford Middle School	0	0	66	40
New Britain School District	New Britain High School	0	*	100	61
New Haven School District	Clinton Avenue School	0	0	38	*
	Lincoln-Bassett School	0	*	23	8
	Wilbur Cross High School	0	0	99	13
Norwich School District	Uncas Network School	0	*	14	6
Waterbury School District	Walsh School	0	*	20	23
	Crosby High School	0	*	72	37
Winchester School District	Batcheller Early Education Center	0	0	27	*
	Pearson School	0	0	25	*
Windham School District	Windham Middle School	0	0	37	20

**Represents fewer than six educators. The precise count is not displayed in order to protect confidentiality.*

SUMMARY

Among schools that have been in the network for more than two years, many are improving including Uncas Network School in Norwich, Robert J. O' Brien School in East Hartford, Wilbur Cross High School and Lincoln-Bassett School in New Haven, and Walsh School in Waterbury. Luis Munoz Marin School in Bridgeport has trended in the right direction though its performance is still quite low. The results for Crosby High School in Waterbury and Windham Middle School in Windham have been somewhat mixed with some indicators improving while others stagnating or declining. The results for Dunbar School in Bridgeport are concerning; academic achievement and the accountability index have declined while growth outcomes are very low. Overall, the state-local partnerships established through the Commissioner's Network School and the Alliance District programs can lead to greater levels of student engagement, growth, and achievement in the network schools.

APPENDIX

Accountability System FAQ

Next Generation Accountability System 2016-17 Report for All Network Schools

Commissioner's Network Schools Fast Facts, 2016-17

The Connecticut Next Generation ACCOUNTABILITY SYSTEM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

In Connecticut, we believe all students have the ability to learn, grow and rise to the challenge of high expectations. The Connecticut Next Generation Accountability System helps us deliver on our promise of a high quality education for all by creating a more comprehensive, holistic picture of how our students and schools are performing.

Q: What is the Connecticut Next Generation Accountability System?

A: Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Q: What has changed since the previous accountability system?

A: There are two main differences with this accountability system, initially implemented in March 2016. First, in addition to measuring academic achievement, this system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. The second big change is that this accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access. Research tells us that students who attend school on a daily basis and maintain a healthy lifestyle are more likely to graduate and succeed in college. Access to an engaging arts curriculum creates a more well-rounded educational experience.

Q: What are the 12 indicators?

A:
1. Academic achievement status measured by state assessments
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort graduation rate – all students
9. Graduation – six-year adjusted cohort graduation rate – high needs
10. Postsecondary entrance rate – all students (college enrollment)
11. Physical fitness
12. Arts access

Q: How do we use the accountability system?

A: The Next Generation Accountability System helps us measure school and district success toward the goal of providing every student a quality education that prepares him or her for success down the road. Each school receives a score calculated using a formula that incorporates the accountability system indicators. There is a tiered system of resources and supports for schools based on their

continued on next page

score. Schools with low student performance and a low accountability score could be designated turnaround schools, meaning they would have to create and implement a plan for accelerating school improvement.

Q: Will the accountability system help Connecticut close its achievement gap?

A: Yes. A key feature of the system is that it separates data for high-needs subgroups of students. That gives us a better idea of how students living in poverty, students who have disabilities and students learning English are performing in school and how we can better support them on the path to success.

Q: How does the accountability system strengthen transparency in school performance?

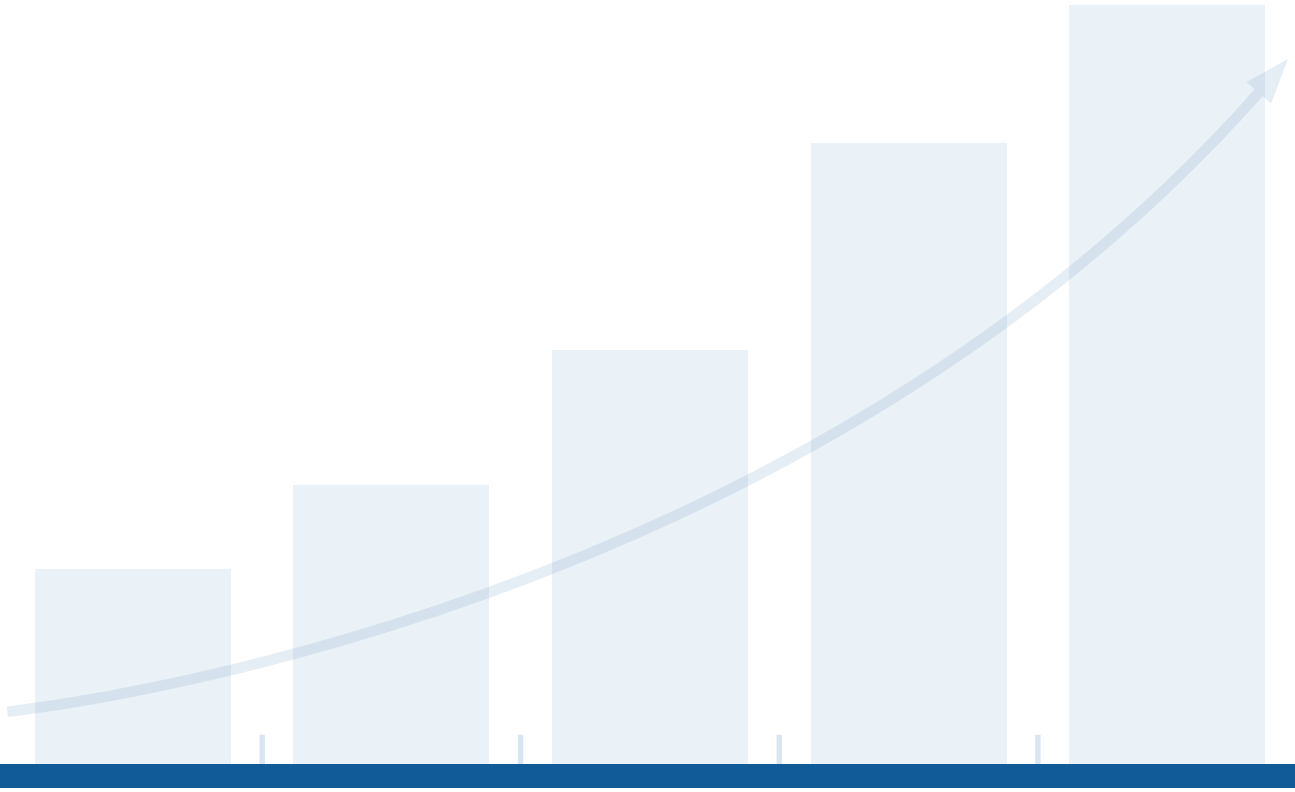
A: As part of the Next Generation Accountability System, schools receive a report that provides a picture of how the school measures up on all 12 of the indicators. The data are easily searchable and provide a more comprehensive, holistic picture of student and school performance.

Q: Who created the accountability system? Was it a collaborative process?

A: For two years, the Connecticut State Department of Education actively sought feedback regarding the accountability system from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The "next generation" system is a direct result of this extensive consultation process.

Q: Where can I get more information?

A: To learn more about the Connecticut Next Generation Accountability System, visit the Performance and Accountability section of the State Department of Education's website.



Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Bridgeport School District	Columbus School_0150511	5	FOCUS ELA	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: PK - 8

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	45.7		75	30.4	50	60.9%	*67.1*	
1b.	ELA Performance Index – High Needs Students	44.1		75	29.4	50	58.9%	*55.9*	
1c.	Math Performance Index – All Students	37.5		75	25.0	50	50.0%	*62.2*	
1d.	Math Performance Index – High Needs Students	36.4		75	24.3	50	48.6%	*50.5*	
1e.	Science Performance Index – All Students	37.2		75	24.8	50	49.6%	*55.3*	
1f.	Science Performance Index – High Needs Students	36.4		75	24.3	50	48.6%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	37.9%		100	37.9	100	37.9%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	36.0%		100	36.0	100	36.0%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	42.5%		100	42.5	100	42.5%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	43.2%		100	43.2	100	43.2%	*53.7%*	
4a.	Chronic Absenteeism – All Students	20.3%		<=5%	19.5	50	38.9%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	20.0%		<=5%	20.0	50	40.0%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation	78.7%		94%	41.9	50	83.7%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	64.0%	75%	42.7	50	85.3%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**441.8**	**900**	**49.1%**		

[1] *Unrounded index/rates are used in calculations. Values rounded to 1 decimal are displayed.*

These statistics represent the results from the third year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement.

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	59.6	44.1	15.4	16.6	
Math Performance Index Gap	47.2	36.4	10.8	18.5	
Science Performance Index Gap		36.4		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.7%
ELA – High Needs Students	99.7%
Math – All Students	99.7%
Math – High Needs Students	99.7%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Bridgeport School District	Dunbar School_0154111	5	FOCUS MATH	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: PK - 8

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	41.7		75	27.8	50	55.6%	*67.1*	
1b.	ELA Performance Index – High Needs Students	41.5		75	27.7	50	55.4%	*55.9*	
1c.	Math Performance Index – All Students	35.6		75	23.8	50	47.5%	*62.2*	
1d.	Math Performance Index – High Needs Students	35.7		75	23.8	50	47.6%	*50.5*	
1e.	Science Performance Index – All Students	36.2		75	24.2	50	48.3%	*55.3*	
1f.	Science Performance Index – High Needs Students	36.3		75	24.2	50	48.4%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	36.3%		100	36.3	100	36.3%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	37.8%		100	37.8	100	37.8%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	42.3%		100	42.3	100	42.3%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	43.8%		100	43.8	100	43.8%	*53.7%*	
4a.	Chronic Absenteeism – All Students	21.9%		<=5%	16.3	50	32.5%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	21.9%		<=5%	16.3	50	32.5%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation	74.3%		94%	39.5	50	79.0%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	88.6%	58.1%	75%	19.4	50	38.7%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**403.0**	**900**	**44.8%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	42.3	41.5	0.8	16.6	
Math Performance Index Gap	35.2	35.7	-0.6	18.5	
Science Performance Index Gap		36.3		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.5%
ELA – High Needs Students	99.4%
Math – All Students	99.5%
Math – High Needs Students	99.4%
Science – All Students	98.7%
Science – High Needs Students	98.4%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Bridgeport School District	Luis Munoz Marin School_0151011	5	Turnaround	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: PK - 8

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	40.2		75	26.8	50	53.6%	*67.1*	
1b.	ELA Performance Index – High Needs Students	38.9		75	25.9	50	51.8%	*55.9*	
1c.	Math Performance Index – All Students	34.4		75	22.9	50	45.8%	*62.2*	
1d.	Math Performance Index – High Needs Students	33.5		75	22.3	50	44.7%	*50.5*	
1e.	Science Performance Index – All Students	32.9		75	21.9	50	43.9%	*55.3*	
1f.	Science Performance Index – High Needs Students	32.3		75	21.5	50	43.0%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	51.6%		100	51.6	100	51.6%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	51.2%		100	51.2	100	51.2%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	52.0%		100	52.0	100	52.0%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	51.3%		100	51.3	100	51.3%	*53.7%*	
4a.	Chronic Absenteeism – All Students	22.2%		<=5%	15.7	50	31.4%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	22.2%		<=5%	15.7	50	31.4%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation	70.3%		94%	37.4	50	74.8%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	95.0%	8.7%	75%	5.8	50	11.7%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**422.1**	**900**	**46.9%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	50.5	38.9	11.6	16.6	
Math Performance Index Gap	41.1	33.5	7.6	18.5	
Science Performance Index Gap	38.1	32.3	5.9	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.7%
ELA – High Needs Students	99.6%
Math – All Students	99.3%
Math – High Needs Students	99.2%
Science – All Students	99.5%
Science – High Needs Students	99.5%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
East Hartford School District	East Hartford Middle School_0435111	4	FOCUS MATH	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: 6 - 8

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	54.8		75	36.5	50	73.0%	*67.1*	
1b.	ELA Performance Index – High Needs Students	49.5		75	33.0	50	66.0%	*55.9*	
1c.	Math Performance Index – All Students	44.1		75	29.4	50	58.8%	*62.2*	
1d.	Math Performance Index – High Needs Students	40.5		75	27.0	50	54.0%	*50.5*	
1e.	Science Performance Index – All Students	43.7		75	29.1	50	58.2%	*55.3*	
1f.	Science Performance Index – High Needs Students	39.2		75	26.2	50	52.3%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	49.5%		100	49.5	100	49.5%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.2%		100	49.2	100	49.2%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	47.8%		100	47.8	100	47.8%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	48.6%		100	48.6	100	48.6%	*53.7%*	
4a.	Chronic Absenteeism – All Students	12.4%		<=5%	35.3	50	70.6%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	13.2%		<=5%	33.5	50	67.0%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation	83.7%		94%	44.5	50	89.0%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	89.7%	47.4%	75%	15.8	50	31.6%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**505.4**	**900**	**56.2%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.3	49.5	13.8	16.6	
Math Performance Index Gap	50.0	40.5	9.5	18.5	
Science Performance Index Gap	49.9	39.2	10.6	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	97.8%
ELA – High Needs Students	96.9%
Math – All Students	93.2%
Math – High Needs Students	92.4%
Science – All Students	98.1%
Science – High Needs Students	98.2%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
East Hartford School District	Robert J. O'Brien School_0431811	2		No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: K - 6

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	56.7		75	37.8	50	75.6%	*67.1*	
1b.	ELA Performance Index – High Needs Students	54.1		75	36.1	50	72.2%	*55.9*	
1c.	Math Performance Index – All Students	47.7		75	31.8	50	63.6%	*62.2*	
1d.	Math Performance Index – High Needs Students	44.9		75	29.9	50	59.9%	*50.5*	
1e.	Science Performance Index – All Students	43.1		75	28.7	50	57.5%	*55.3*	
1f.	Science Performance Index – High Needs Students	40.7		75	27.1	50	54.3%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	65.6%		100	65.6	100	65.6%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	66.3%		100	66.3	100	66.3%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	56.5%		100	56.5	100	56.5%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	58.8%		100	58.8	100	58.8%	*53.7%*	
4a.	Chronic Absenteeism – All Students	10.0%		<=5%	40.0	50	80.1%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	11.1%		<=5%	37.8	50	75.7%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation			94%	0.0	0		*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	84.1%	75%	50.0	50	100.0%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**566.5**	**850**	**66.7%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	62.9	54.1	8.7	16.6	
Math Performance Index Gap	54.4	44.9	9.5	18.5	
Science Performance Index Gap	47.5	40.7	6.8	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.6%
ELA – High Needs Students	99.4%
Math – All Students	99.2%
Math – High Needs Students	98.8%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
New Britain School District	New Britain High School_0896111	5	FOCUS SCIENCE	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: 9 - 12

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	44.4		75	59.3	100	59.3%	*67.1*	
1b.	ELA Performance Index – High Needs Students	41.6		75	55.5	100	55.5%	*55.9*	
1c.	Math Performance Index – All Students	41.7		75	55.6	100	55.6%	*62.2*	
1d.	Math Performance Index – High Needs Students	39.2		75	52.2	100	52.2%	*50.5*	
1e.	Science Performance Index – All Students	39.6		75	52.9	100	52.9%	*55.3*	
1f.	Science Performance Index – High Needs Students	37.3		75	49.7	100	49.7%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students			100	0.0	0		*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students			100	0.0	0		*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students			100	0.0	0		*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students			100	0.0	0		*53.7%*	
4a.	Chronic Absenteeism – All Students	34.0%		<=5%	0.0	50	0.0%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	36.8%		<=5%	0.0	50	0.0%	*15.8%*	
5	Preparation for CCR – % taking courses	62.7%		75%	41.8	50	83.6%	*70.7%*	
6	Preparation for CCR – % passing exams	15.0%		75%	10.0	50	19.9%	*43.5%*	
7	On-track to High School Graduation	57.8%		94%	30.7	50	61.5%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)	75.5%		94%	80.3	100	80.3%	*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)	72.5%		94%	77.1	100	77.1%	*82.0%*	
10	Postsecondary Entrance (Class of 2016)	51.9%		75%	69.2	100	69.2%	*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	38.1%	75%	25.4	50	50.8%	*92.0%*	*51.6%*
12	Arts Access	53.1%		60%	44.2	50	88.5%	*50.5%*	
	Accountability Index				**704.0**	**1250**	**56.3%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	55.1	41.6	13.5	16.6	
Math Performance Index Gap	51.2	39.2	12.0	18.5	
Science Performance Index Gap	53.5	37.3	16.2	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)	89.0%	72.5%	16.5%	9.3%	Y

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	91.0%
ELA – High Needs Students	90.2%
Math – All Students	91.0%
Math – High Needs Students	90.2%
Science – All Students	95.0%
Science – High Needs Students	94.2%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
New Haven School District	Clinton Avenue School_0930611	4	FOCUS ELA	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: K - 8

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	57.5		75	38.3	50	76.6%	*67.1*	
1b.	ELA Performance Index – High Needs Students	57.3		75	38.2	50	76.4%	*55.9*	
1c.	Math Performance Index – All Students	46.4		75	30.9	50	61.9%	*62.2*	
1d.	Math Performance Index – High Needs Students	46.3		75	30.9	50	61.7%	*50.5*	
1e.	Science Performance Index – All Students	44.9		75	29.9	50	59.8%	*55.3*	
1f.	Science Performance Index – High Needs Students	44.6		75	29.7	50	59.5%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	60.3%		100	60.3	100	60.3%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	60.0%		100	60.0	100	60.0%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	39.1%		100	39.1	100	39.1%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	40.2%		100	40.2	100	40.2%	*53.7%*	
4a.	Chronic Absenteeism – All Students	14.9%		<=5%	30.2	50	60.4%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	14.5%		<=5%	31.0	50	62.0%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation	78.0%		94%	41.5	50	83.0%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	32.7%	75%	21.8	50	43.6%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**522.1**	**900**	**58.0%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	59.8	57.3	2.4	16.6	
Math Performance Index Gap	48.1	46.3	1.8	18.5	
Science Performance Index Gap		44.6		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.7%
ELA – High Needs Students	99.7%
Math – All Students	99.7%
Math – High Needs Students	99.7%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
New Haven School District	Lincoln-Bassett School_0932011	4	Turnaround	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: PK - 6

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	56.0		75	37.4	50	74.7%	*67.1*	
1b.	ELA Performance Index – High Needs Students	55.0		75	36.7	50	73.4%	*55.9*	
1c.	Math Performance Index – All Students	53.8		75	35.9	50	71.7%	*62.2*	
1d.	Math Performance Index – High Needs Students	53.0		75	35.3	50	70.6%	*50.5*	
1e.	Science Performance Index – All Students	35.1		75	23.4	50	46.8%	*55.3*	
1f.	Science Performance Index – High Needs Students	35.5		75	23.7	50	47.4%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	49.6%		100	49.6	100	49.6%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	48.9%		100	48.9	100	48.9%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	63.7%		100	63.7	100	63.7%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	64.6%		100	64.6	100	64.6%	*53.7%*	
4a.	Chronic Absenteeism – All Students	13.7%		<=5%	32.6	50	65.2%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	14.8%		<=5%	30.4	50	60.9%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation			94%	0.0	0		*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	96.0%	31.9%	75%	21.3	50	42.6%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**503.4**	**850**	**59.2%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap		55.0		16.6	
Math Performance Index Gap		53.0		18.5	
Science Performance Index Gap		35.5		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.4%
ELA – High Needs Students	99.4%
Math – All Students	99.4%
Math – High Needs Students	99.4%
Science – All Students	97.8%
Science – High Needs Students	97.7%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
New Haven School District	Wilbur Cross High School_0936111	5	FOCUS ELA	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: 9 - 12

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	45.1		75	60.2	100	60.2%	*67.1*	
1b.	ELA Performance Index – High Needs Students	41.8		75	55.7	100	55.7%	*55.9*	
1c.	Math Performance Index – All Students	40.3		75	53.7	100	53.7%	*62.2*	
1d.	Math Performance Index – High Needs Students	37.9		75	50.5	100	50.5%	*50.5*	
1e.	Science Performance Index – All Students	43.3		75	57.7	100	57.7%	*55.3*	
1f.	Science Performance Index – High Needs Students	39.2		75	52.3	100	52.3%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students			100	0.0	0		*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students			100	0.0	0		*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students			100	0.0	0		*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students			100	0.0	0		*53.7%*	
4a.	Chronic Absenteeism – All Students	37.4%		<=5%	0.0	50	0.0%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	40.6%		<=5%	0.0	50	0.0%	*15.8%*	
5	Preparation for CCR – % taking courses	52.2%		75%	34.8	50	69.7%	*70.7%*	
6	Preparation for CCR – % passing exams	21.5%		75%	14.3	50	28.7%	*43.5%*	
7	On-track to High School Graduation	88.3%		94%	47.0	50	93.9%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)	77.0%		94%	81.9	100	81.9%	*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)	69.5%		94%	73.9	100	73.9%	*82.0%*	
10	Postsecondary Entrance (Class of 2016)	59.6%		75%	79.4	100	79.4%	*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	52.1%	48.5%	75%	8.1	50	16.2%	*92.0%*	*51.6%*
12	Arts Access	55.6%		60%	46.3	50	92.7%	*50.5%*	
	Accountability Index				**715.9**	**1250**	**57.3%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	58.6	41.8	16.8	16.6	
Math Performance Index Gap	50.1	37.9	12.3	18.5	
Science Performance Index Gap	54.2	39.2	14.9	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)	90.0%	69.5%	20.5%	9.3%	Y

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	87.7%
ELA – High Needs Students	86.5%
Math – All Students	87.7%
Math – High Needs Students	86.5%
Science – All Students	86.6%
Science – High Needs Students	84.8%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Norwich School District	Uncas Network School_1041911	2		No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: K - 5

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	54.8		75	36.5	50	73.1%	*67.1*	
1b.	ELA Performance Index – High Needs Students	53.7		75	35.8	50	71.6%	*55.9*	
1c.	Math Performance Index – All Students	52.2		75	34.8	50	69.6%	*62.2*	
1d.	Math Performance Index – High Needs Students	50.8		75	33.8	50	67.7%	*50.5*	
1e.	Science Performance Index – All Students	39.2		75	26.2	50	52.3%	*55.3*	
1f.	Science Performance Index – High Needs Students	39.3		75	26.2	50	52.4%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	64.9%		100	64.9	100	64.9%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	65.0%		100	65.0	100	65.0%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	56.7%		100	56.7	100	56.7%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	55.6%		100	55.6	100	55.6%	*53.7%*	
4a.	Chronic Absenteeism – All Students	7.7%		<=5%	44.7	50	89.4%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	7.9%		<=5%	44.2	50	88.4%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation			94%	0.0	0		*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	39.0%	75%	26.0	50	52.0%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**550.4**	**850**	**64.8%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap		53.7		16.6	
Math Performance Index Gap		50.8		18.5	
Science Performance Index Gap		39.3		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Waterbury School District	Crosby High School_1516211	4	Turnaround	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: 9 - 12

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	41.5		75	55.3	100	55.3%	*67.1*	
1b.	ELA Performance Index – High Needs Students	40.8		75	54.4	100	54.4%	*55.9*	
1c.	Math Performance Index – All Students	36.6		75	48.9	100	48.9%	*62.2*	
1d.	Math Performance Index – High Needs Students	36.1		75	48.1	100	48.1%	*50.5*	
1e.	Science Performance Index – All Students	33.9		75	45.3	100	45.3%	*55.3*	
1f.	Science Performance Index – High Needs Students	32.4		75	43.2	100	43.2%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students			100	0.0	0		*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students			100	0.0	0		*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students			100	0.0	0		*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students			100	0.0	0		*53.7%*	
4a.	Chronic Absenteeism – All Students	30.6%		<=5%	0.0	50	0.0%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	32.2%		<=5%	0.0	50	0.0%	*15.8%*	
5	Preparation for CCR – % taking courses	68.3%		75%	45.5	50	91.0%	*70.7%*	
6	Preparation for CCR – % passing exams	9.6%		75%	6.4	50	12.7%	*43.5%*	
7	On-track to High School Graduation	66.4%		94%	35.3	50	70.7%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)	74.1%		94%	78.8	100	78.8%	*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)	74.7%		94%	79.5	100	79.5%	*82.0%*	
10	Postsecondary Entrance (Class of 2016)	56.1%		75%	74.8	100	74.8%	*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	8.0%	68.2%	75%	0.0	50	0.0%	*92.0%*	*51.6%*
12	Arts Access	30.5%		60%	25.4	50	50.8%	*50.5%*	
	Accountability Index				**640.9**	**1250**	**51.3%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	44.5	40.8	3.7	16.6	
Math Performance Index Gap	39.2	36.1	3.2	18.5	
Science Performance Index Gap	41.9	32.4	9.5	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)	81.0%	74.7%	6.2%	9.3%	N

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	95.9%
ELA – High Needs Students	95.4%
Math – All Students	95.9%
Math – High Needs Students	95.4%
Science – All Students	98.2%
Science – High Needs Students	98.3%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Waterbury School District	Walsh School_1512211	5	FOCUS ELA	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: PK - 5

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	50.5		75	33.6	50	67.3%	*67.1*	
1b.	ELA Performance Index – High Needs Students	50.0		75	33.3	50	66.7%	*55.9*	
1c.	Math Performance Index – All Students	48.3		75	32.2	50	64.4%	*62.2*	
1d.	Math Performance Index – High Needs Students	47.7		75	31.8	50	63.6%	*50.5*	
1e.	Science Performance Index – All Students	40.2		75	26.8	50	53.5%	*55.3*	
1f.	Science Performance Index – High Needs Students	39.4		75	26.2	50	52.5%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	37.3%		100	37.3	100	37.3%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	37.0%		100	37.0	100	37.0%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	61.2%		100	61.2	100	61.2%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	59.3%		100	59.3	100	59.3%	*53.7%*	
4a.	Chronic Absenteeism – All Students	12.6%		<=5%	34.7	50	69.5%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	12.8%		<=5%	34.4	50	68.8%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation			94%	0.0	0		*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0%	67.2%	75%	44.8	50	89.6%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**492.7**	**850**	**58.0%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap		50.0		16.6	
Math Performance Index Gap		47.7		18.5	
Science Performance Index Gap		39.4		16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Winchester School District	Batcheller Early Education Center_1620411	N/A		No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: PK - 2

No:	Indicator	Index/Rate[1]	Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*
1a.	ELA Performance Index – All Students		75	0.0	0		*67.1*
1b.	ELA Performance Index – High Needs Students		75	0.0	0		*55.9*
1c.	Math Performance Index – All Students		75	0.0	0		*62.2*
1d.	Math Performance Index – High Needs Students		75	0.0	0		*50.5*
1e.	Science Performance Index – All Students		75	0.0	0		*55.3*
1f.	Science Performance Index – High Needs Students		75	0.0	0		*45.2*
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students		100	0.0	0		*55.4%*
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students		100	0.0	0		*49.8%*
2c.	Math Avg. Percentage of Growth Target Achieved – All Students		100	0.0	0		*61.7%*
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students		100	0.0	0		*53.7%*
4a.	Chronic Absenteeism – All Students	6.8%	<=5%	46.4	50	92.8%	*9.9%*
4b.	Chronic Absenteeism – High Needs Students	8.8%	<=5%	42.4	50	84.7%	*15.8%*
5	Preparation for CCR – % taking courses		75%	0.0	0		*70.7%*
6	Preparation for CCR – % passing exams		75%	0.0	0		*43.5%*
7	On-track to High School Graduation		94%	0.0	0		*87.8%*
8	4-year Graduation All Students (2016 Cohort)		94%	0.0	0		*87.4%*
9	6-year Graduation - High Needs Students (2014 Cohort)		94%	0.0	0		*82.0%*
10	Postsecondary Entrance (Class of 2016)		75%	0.0	0		*72.0%*
11	Physical Fitness (estimated part rate) and (fitness rate)		75%	0.0	0		*92.0%* *51.6%*
12	Arts Access		60%	0.0	0		*50.5%*
	Accountability Index			**88.8**	**100**	**88.8%**	

[1] *Unrounded index/rates are used in calculations. Values rounded to 1 decimal are displayed.*

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap				0.0	
Math Performance Index Gap				0.0	
Science Performance Index Gap				0.0	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	N/A
ELA – High Needs Students	N/A
Math – All Students	N/A
Math – High Needs Students	N/A
Science – All Students	N/A
Science – High Needs Students	N/A

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Winchester School District	Pearson Middle School_1625111	2		No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: 3 - 6

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	63.8		75	42.5	50	85.0%	*67.1*	
1b.	ELA Performance Index – High Needs Students	59.0		75	39.3	50	78.6%	*55.9*	
1c.	Math Performance Index – All Students	57.8		75	38.5	50	77.1%	*62.2*	
1d.	Math Performance Index – High Needs Students	53.5		75	35.7	50	71.4%	*50.5*	
1e.	Science Performance Index – All Students	55.3		75	36.9	50	73.7%	*55.3*	
1f.	Science Performance Index – High Needs Students	48.7		75	32.5	50	64.9%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	56.2%		100	56.2	100	56.2%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.4%		100	49.4	100	49.4%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	54.9%		100	54.9	100	54.9%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	46.4%		100	46.4	100	46.4%	*53.7%*	
4a.	Chronic Absenteeism – All Students	4.8%		<=5%	50.0	50	100.0%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	6.8%		<=5%	46.5	50	92.9%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation			94%	0.0	0		*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	98.8%	39.6%	75%	26.4	50	52.9%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**555.1**	**850**	**65.3%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.1	59.0	12.1	16.6	
Math Performance Index Gap	64.4	53.5	10.8	18.5	
Science Performance Index Gap	64.1	48.7	15.4	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.4%
ELA – High Needs Students	99.0%
Math – All Students	99.1%
Math – High Needs Students	99.0%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Next Generation Accountability Report: 2016-17

Choose a District	Choose a School	School Category (1-5) (1 is highest)	State Support Designation (Cat. 4 and 5 schools only)	School of Distinction?
Windham School District	Windham Middle School_1635111	4	FOCUS ELA	No

Choose a District, then Choose a School. To refresh the District List, clear the School name.

Grade Range: 6 - 8

No:	Indicator	Index/Rate[1]		Target	Points Earned	Max Points	% Points Earned	*State Avg Index/Rate*	
1a.	ELA Performance Index – All Students	54.5		75	36.3	50	72.6%	*67.1*	
1b.	ELA Performance Index – High Needs Students	52.1		75	34.7	50	69.4%	*55.9*	
1c.	Math Performance Index – All Students	45.7		75	30.4	50	60.9%	*62.2*	
1d.	Math Performance Index – High Needs Students	43.3		75	28.9	50	57.8%	*50.5*	
1e.	Science Performance Index – All Students	40.4		75	26.9	50	53.9%	*55.3*	
1f.	Science Performance Index – High Needs Students	38.7		75	25.8	50	51.6%	*45.2*	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	46.4%		100	46.4	100	46.4%	*55.4%*	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	45.4%		100	45.4	100	45.4%	*49.8%*	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	40.7%		100	40.7	100	40.7%	*61.7%*	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	38.0%		100	38.0	100	38.0%	*53.7%*	
4a.	Chronic Absenteeism – All Students	15.0%		<=5%	29.9	50	59.8%	*9.9%*	
4b.	Chronic Absenteeism – High Needs Students	16.5%		<=5%	27.0	50	54.0%	*15.8%*	
5	Preparation for CCR – % taking courses			75%	0.0	0		*70.7%*	
6	Preparation for CCR – % passing exams			75%	0.0	0		*43.5%*	
7	On-track to High School Graduation	85.0%		94%	45.2	50	90.5%	*87.8%*	
8	4-year Graduation All Students (2016 Cohort)			94%	0.0	0		*87.4%*	
9	6-year Graduation - High Needs Students (2014 Cohort)			94%	0.0	0		*82.0%*	
10	Postsecondary Entrance (Class of 2016)			75%	0.0	0		*72.0%*	
11	Physical Fitness (estimated part rate) and (fitness rate)	90.3%	38.0%	75%	25.3	50	50.7%	*92.0%*	*51.6%*
12	Arts Access			60%	0.0	0		*50.5%*	
	Accountability Index				**481.0**	**900**	**53.4%**		

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Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	74.7	52.1	22.6	16.6	
Math Performance Index Gap	65.4	43.3	22.1	18.5	
Science Performance Index Gap	52.9	38.7	14.3	16.5	
Six-Year Graduation Rate Gap (2014 Cohort)					N/A

**If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	99.5%
ELA – High Needs Students	99.4%
Math – All Students	99.1%
Math – High Needs Students	99.0%
Science – All Students	99.4%
Science – High Needs Students	99.4%

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

COLUMBUS SCHOOL
GRADES PK-8
COHORT V — ENTERED NETWORK FALL 2016
Bridgeport Public Schools

SUCCESS

Since entering the Commissioner's Network in 2016, Columbus School has been focusing on building a strong School Culture and Climate by designing and implementing a uniform Positive Behavioral Interventions and Support (PBIS) structure, including consistent language and expectations schoolwide. Teachers are participating in professional learning communities, on-site training, and embedded coaching opportunities with literacy partners Hill for Literacy, Literacy How, and Fairfield University, to implement the Connecticut K-3 Literacy Initiative.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2
$850,000	$680,000

PRIORITIES

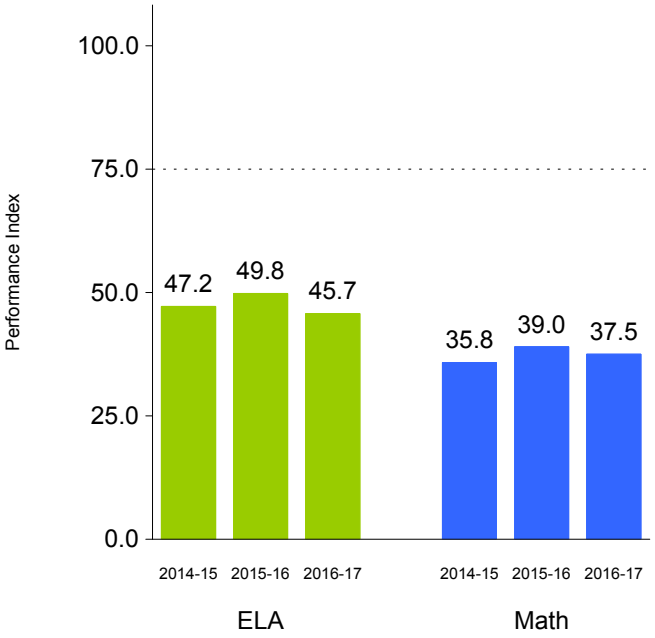
Talent	• Provide professional learning opportunities bi-monthly through on-site training and embedded coaching. • Provide academic interventionist to provide tiered support for students.
Academics	• Implement a cross-curricular literacy program redesigning Tier I instruction. • Develop a leveled book room in order to provide students with more time reading just right books in small group settings.
Climate/Culture	• Design and implement a uniform PBIS framework supported by Cooperative Education Services (CES) and RULER, providing the Columbus community with a common vision of expectations and practice. • Develop and implement after-school clubs integrating hands-on opportunities embedding engineering, mentorship, graphic design, and social opportunities.
Operations	• Embed a blended learning environment for students to support the strengthening of Tier I instruction.

Columbus School
COHORT V - ENTERED NETWORK FALL 2016
Bridgeport School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

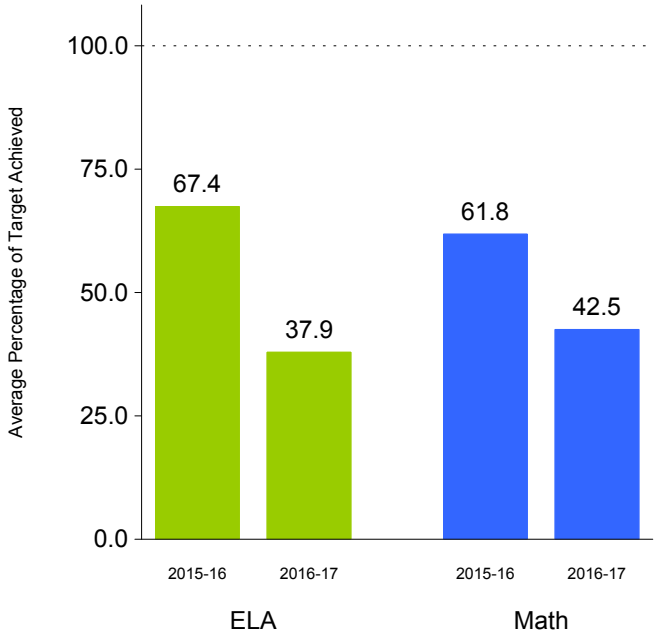
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



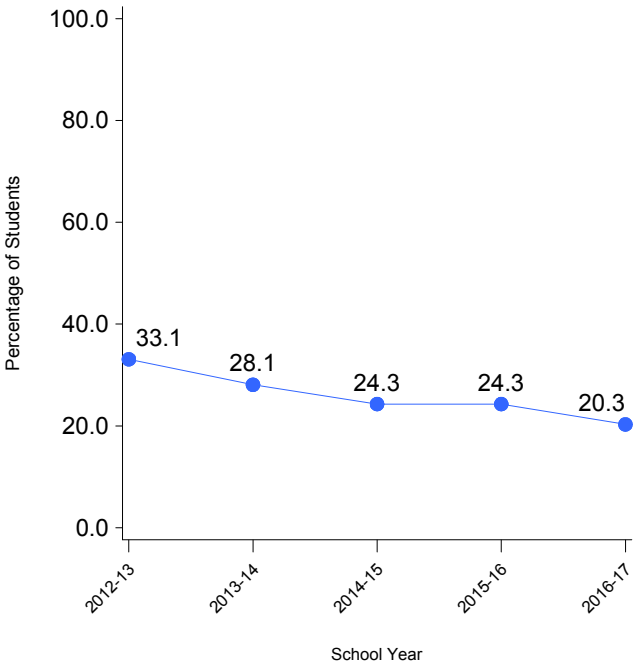
Academic Growth *(Matched Students)*

The Average Percentage of Target Achieved is a percentage of the individualized growth target achieved by students on average. The target for 2029-30 is 100% as indicated by the dotted line in the chart.



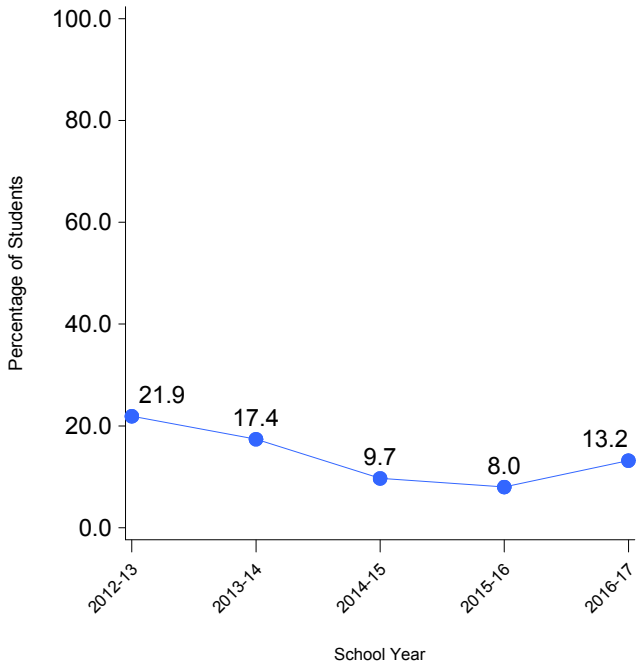
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



Note: Some data are suppressed to protect student confidentiality. Only data that are not suppressed are shown in the charts.

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

PAUL LAURENCE DUNBAR SCHOOL
GRADES PK-8
COHORT II— ENTERED NETWORK FALL 2013
Bridgeport Public Schools

SUCCESS

Paul Laurence Dunbar's focus on the implementation of Positive Behavioral Interventions and Supports, as well as strengthening effective classroom management strategies, has resulted in a decrease in suspensions. The attention to improved school culture and climate has contributed to a positive rapport among teachers and students, a reduction in office referrals, and a decrease in chronic absenteeism.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4	Year 5
$1,289,999	$1,249,308	$500,000	$230,000	$110,000

PRIORITIES

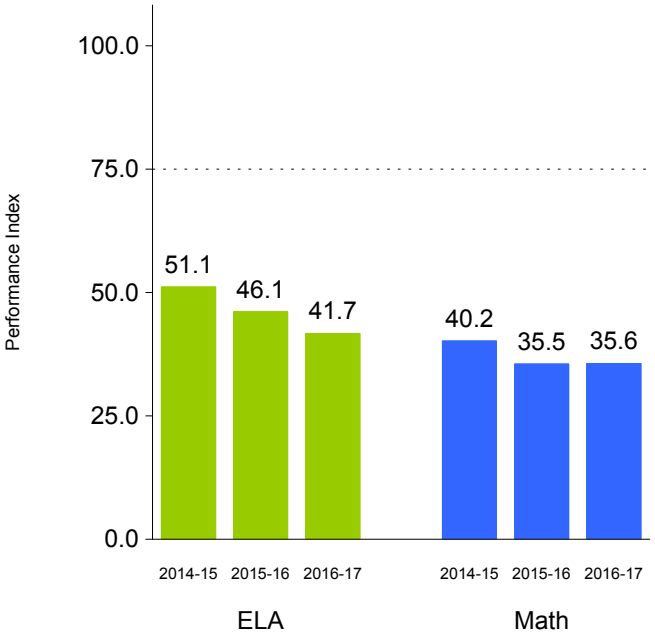
Talent	• Improve teacher effectiveness through professional learning and coaching focused exclusively on literacy and math instruction.
Academics	• Analyze assessment data to identify student learning needs and plan interventions. • Strengthen the Literacy Core Instructional Block through continued implementation of Readers and Writers Workshop.
Climate/Culture	N/A
Operations	N/A

Paul Laurence Dunbar School
COHORT II - ENTERED NETWORK FALL 2013
Bridgeport School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



Academic Growth *(Matched Students)*

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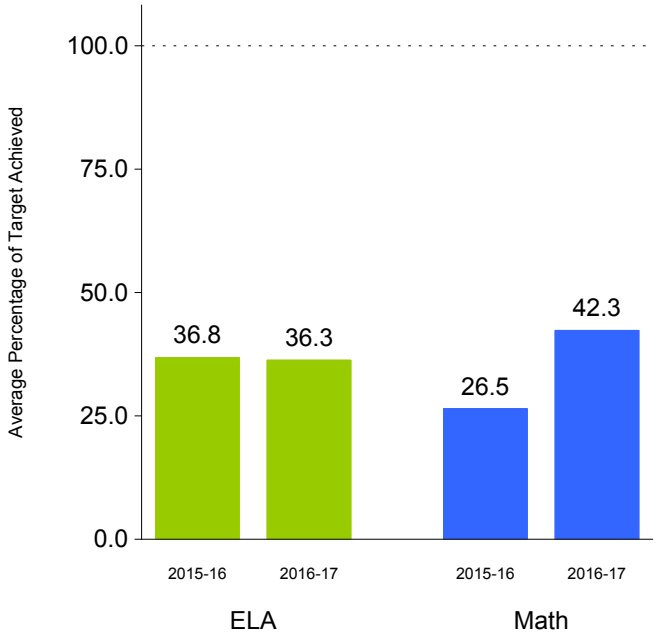
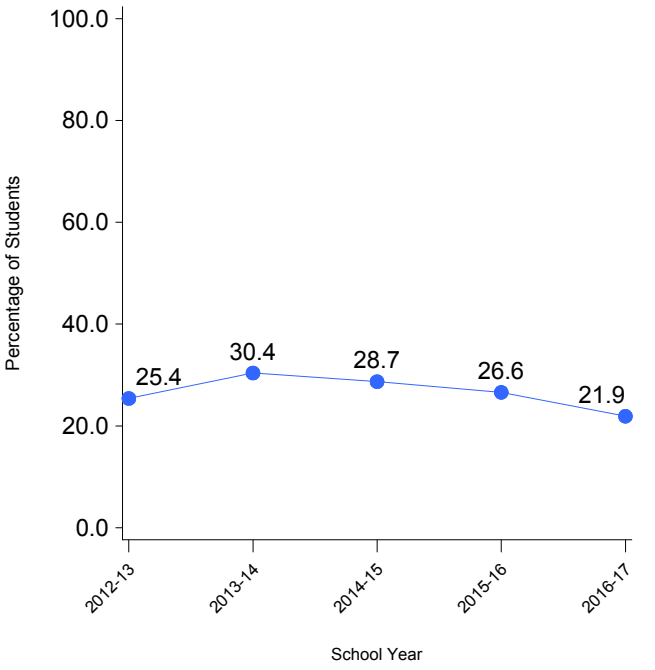


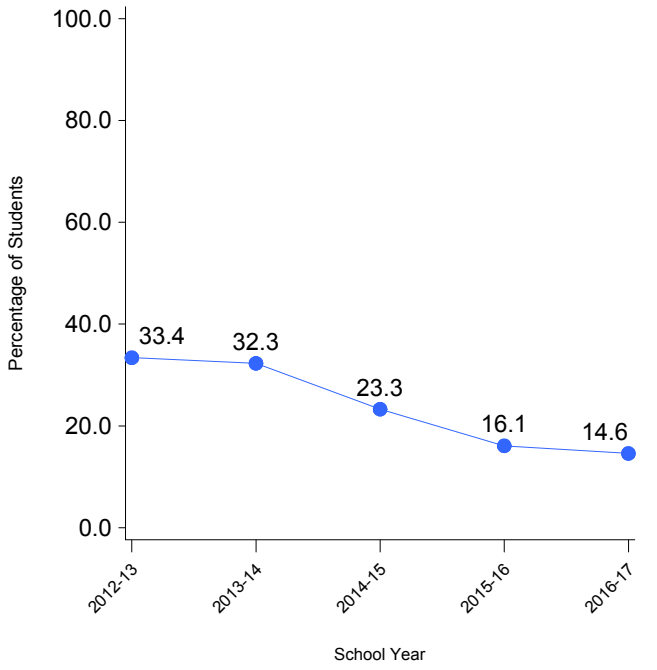
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



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CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

LUIS MUNOZ MARIN SCHOOL
GRADES PK-8
COHORT III- ENTERED NETWORK FALL 2014
Bridgeport Public Schools

SUCCESS

Marin School continues to focus on building the capacity of its Leadership Team to provide support to teachers. Marin School's commitment to the implementation of Positive Behavioral Intervention and Supports and Restorative Practices has resulted in a reduction in in-school and out-of-school suspensions. These efforts have also resulted in a decrease in chronic absenteeism.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
$1,201,940	$1,000,000	$770,000	$400,000

PRIORITIES

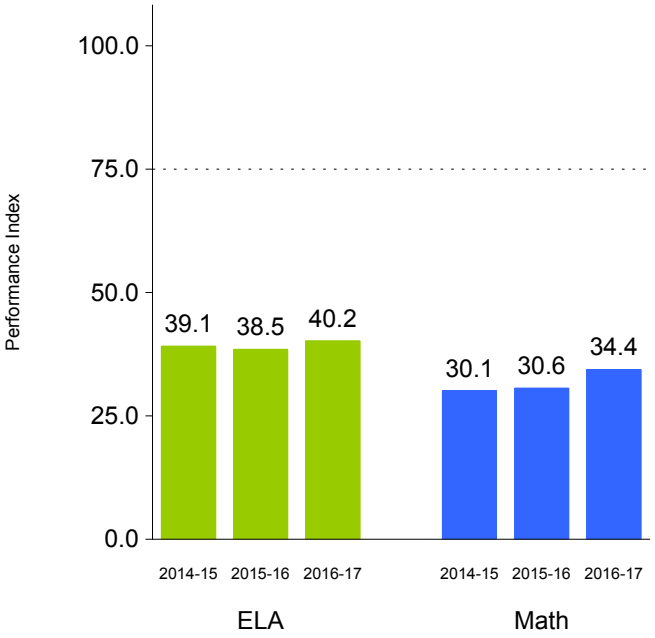
Talent	• Provide teachers with embedded professional learning in Readers and Writers Workshop and Singapore Math curriculum. • Implement peer coaching cycles to improve teacher instructional practice.
Academics	• Provide interventionists to support growth in reading and math.
Climate/Culture	• Continue to provide training to teachers in classroom management strategies and Restorative Practices to decrease in-school and out-of-school suspensions. • Offer enrichment activities such as musical theatre and learning expeditions to engage students and decrease chronic absenteeism.
Operations	N/A

Luis Munoz Marin School
COHORT III - ENTERED NETWORK FALL 2014
Bridgeport School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

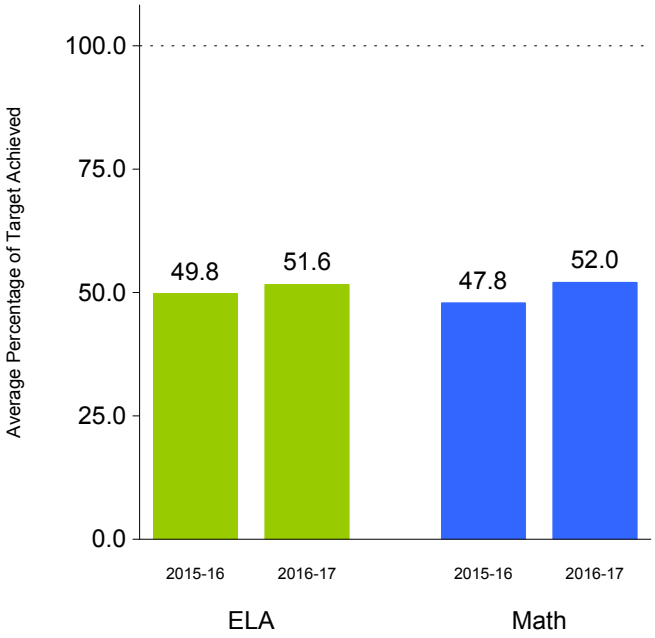
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



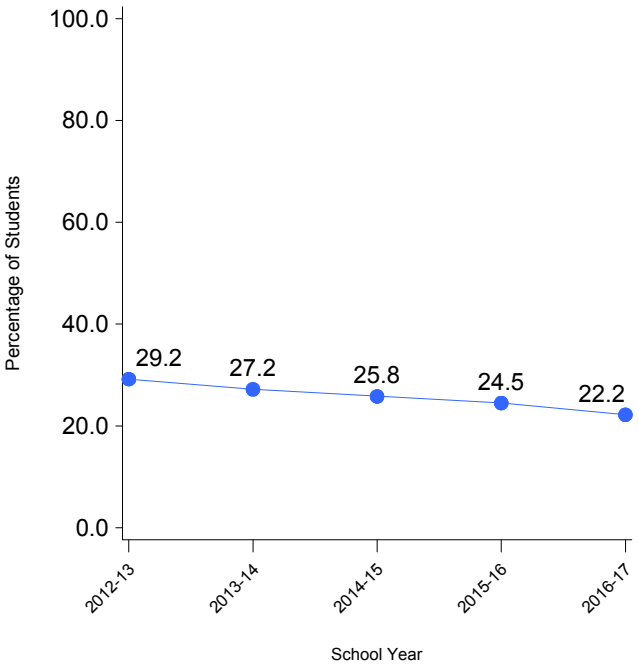
Academic Growth *(Matched Students)*

The Average Percentage of Target Achieved is a percentage of the individualized growth target achieved by students on average. The target for 2029-30 is 100% as indicated by the dotted line in the chart.



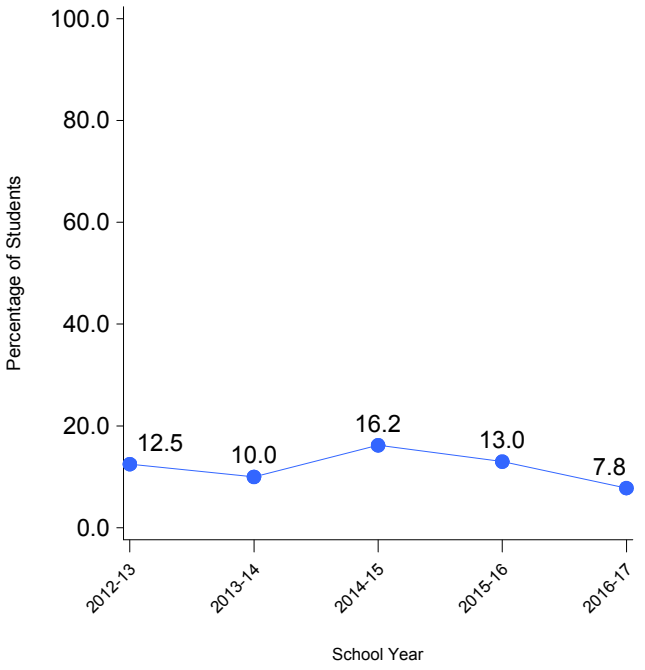
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

EAST HARTFORD MIDDLE SCHOOL
GRADES 6-8
COHORT IV — ENTERED NETWORK FALL 2015
East Hartford Public Schools

SUCCESS

East Hartford Middle School (EHMS) has established a clear vision for 2017-18 that is based on rigorous instruction aligned to standards, intentional instructional planning, supporting students through a Tier II math intervention program, reducing chronic absenteeism, and Restorative Practices. These pillars represent the work being done to reinforce continuous improvement, high expectations, and preparation. EHMS has made the commitment to engaging students, staff, and families in the process of academic achievement and social/emotional growth.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
$900,016	$780,000	$750,000

PRIORITIES

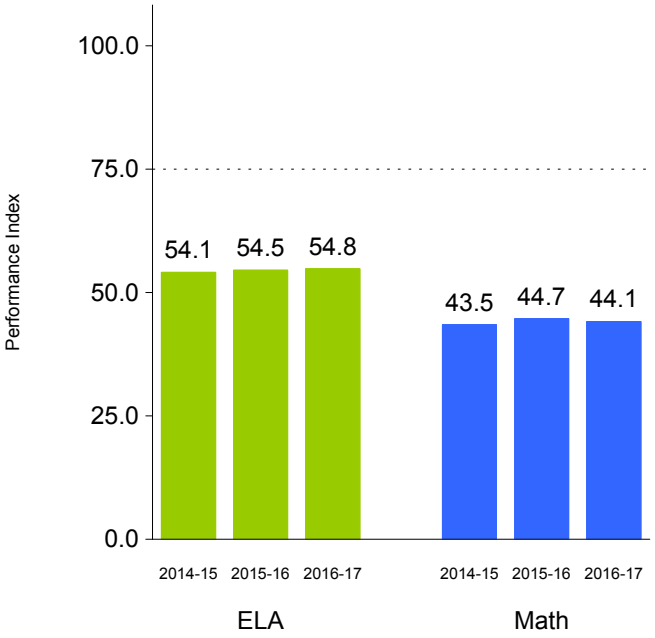
Talent	• Build teacher capacity to implement rigorous instruction to align with Connecticut Core Standards. • On-site professional learning to build teacher capacity to support Social-Emotional Learning, Restorative Practices, Cultural Competence, Mindfulness, Team Structures, and Intentional Planning.
Academics	• Implement a Tier II math intervention program to support students five days per week.
Climate/Culture	• Support social and emotional learning and academic needs of students through a social worker and tutors. • With support from an attendance coordinator, increase average daily student attendance and reduce chronic absenteeism.
Operations	• Provide one-to-one devices for all students at EHMS.

East Hartford Middle School
COHORT IV - ENTERED NETWORK FALL 2015
East Hartford School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

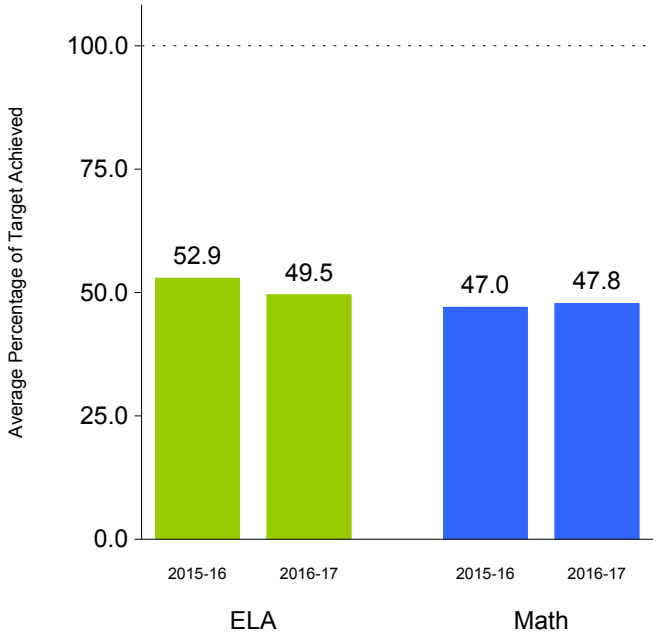
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



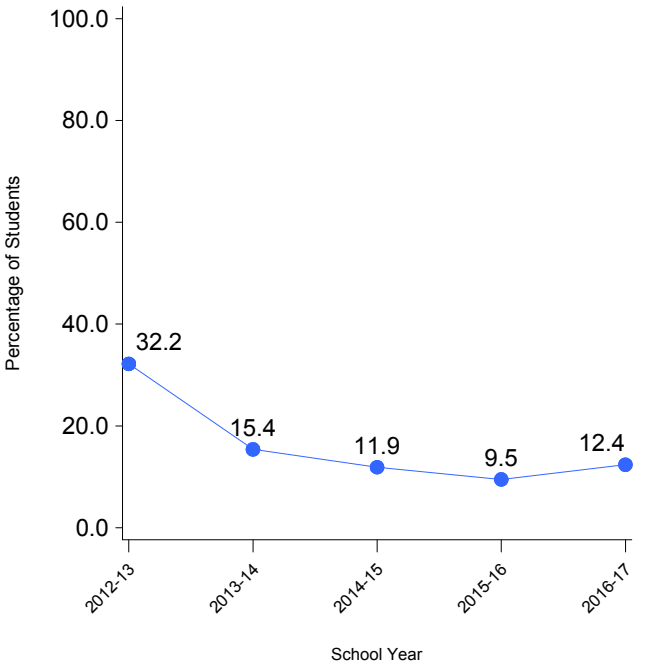
Academic Growth *(Matched Students)*

The Average Percentage of Target Achieved is a percentage of the individualized growth target achieved by students on average. The target for 2029-30 is 100% as indicated by the dotted line in the chart.



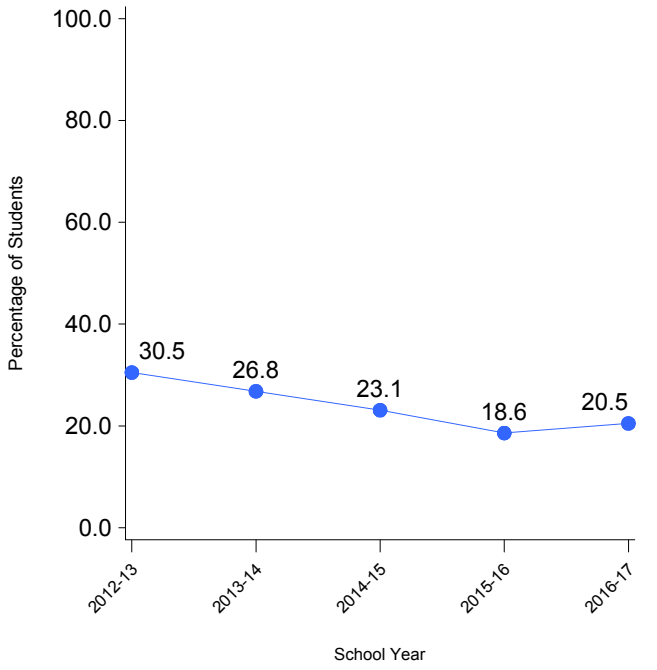
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



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CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

ROBERT J. O'BRIEN SCHOOL
GRADES K-5
COHORT III — ENTERED NETWORK FALL 2014
East Hartford Public Schools

SUCCESS

Since entering the Commissioner's Network, O'Brien STEM Academy has implemented a focused plan to improve reading performance in grades K-5. In addition, O'Brien has implemented an inquiry-based instructional model with a strong emphasis on instructional coaching to build teacher capacity and programming for science, technology, engineering, and mathematics (STEM). The work of the family and community outreach coordinator and social worker has allowed the school to open a family center that hosts Parent Talk Cafes on topics of interest to and requested by parents as well as providing kits to families so they can support literacy, math and STEM at home. With a stronger implementation of Positive Behavioral Interventions and Supports and Restorative Practices, O'Brien has seen a decrease in out-of-school and in-school suspensions.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
$473,118	$550,000	$410,000	$365,000

PRIORITIES

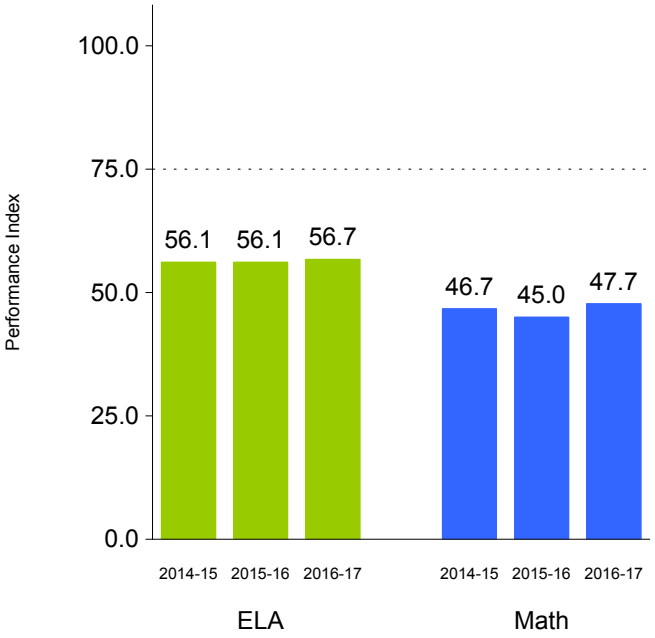
Talent	• Build teacher capacity through a coaching model that focuses on assessment analysis and instructional planning. • Provide school-based professional learning focused on literacy, math, STEM, and school climate.
Academics	• Continue to develop effective K-5 standards-based literacy and math instruction. • Deepen the implementation of schoolwide STEM programming. • Provide enrichment activities for students through field trips, in-class programs, and an afterschool program.
Climate/Culture	• Continue to develop family and community outreach programming and family center. • Provide and implement Basic School Climate and Restorative Practices, Social Emotional Learning standards and lessons, and culturally responsive practices.
Operations	N/A

Robert J. O'Brien School
COHORT III - ENTERED NETWORK FALL 2014
East Hartford School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



Academic Growth *(Matched Students)*

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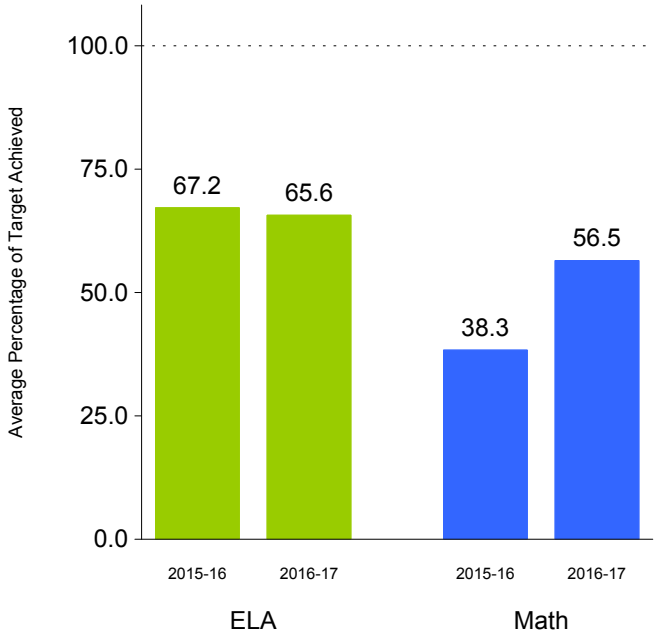
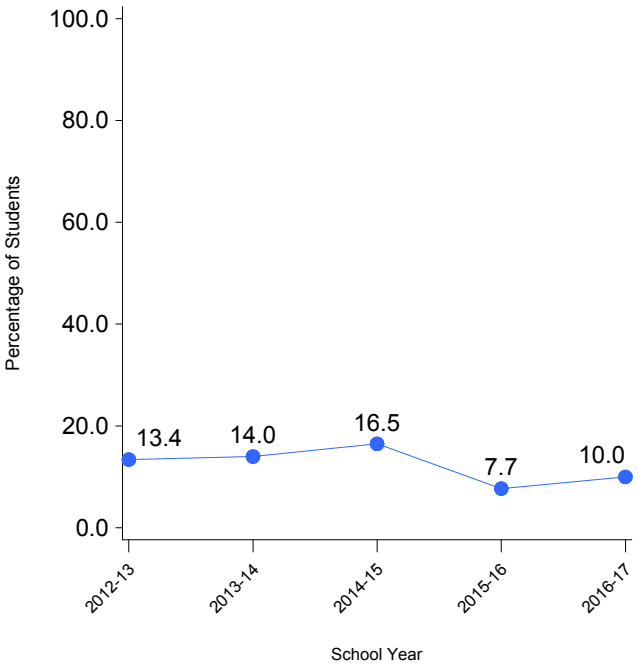


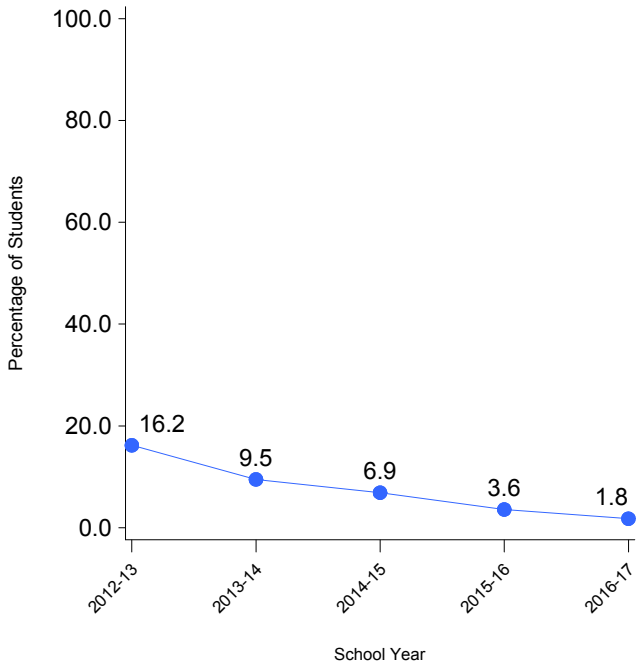
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

NEW BRITAIN HIGH SCHOOL
GRADES 9-12
COHORT VI — ENTERED NETWORK FALL 2017
Consolidated School District of New Britain

SUCCESS

New Britain High School gained State Board approval of its Commissioner's Network Turnaround Plan in October 2017 and began immediate implementation. The school has contracted with High Schools That Work to begin planning for school-wide career pathways for all students and with Engaging Schools to create a systemic framework for wraparound supports for students who need academic and behavioral supports. Teachers will receive professional learning on providing intellectually challenging instruction through project-based learning.

COMMISSIONER'S NETWORK FUNDING

Year 1
$1,000,000

PRIORITIES

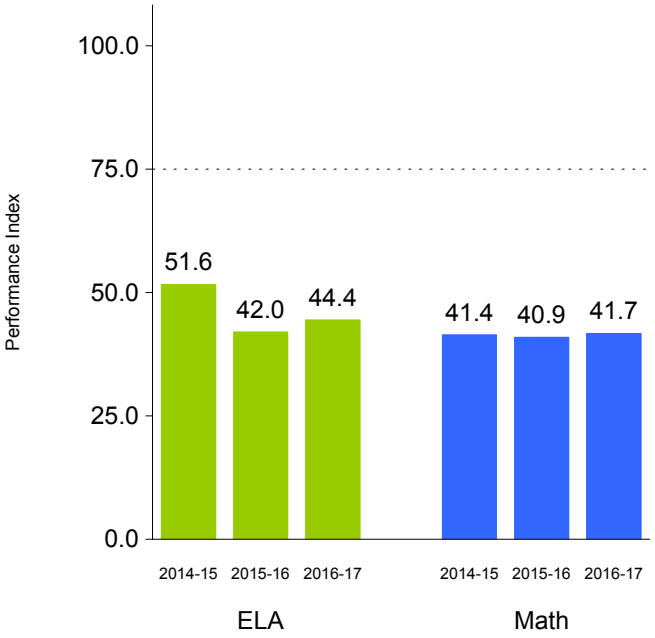
Talent	• Provide professional learning for staff to support implementation of career pathways, including project-based learning with embedded academics in the career technical education classrooms. Staff will also receive professional learning on using data to inform instructional practices and interventions for students, and high impact instructional strategies.
Academics	• Improve student academic performance in mathematics through implementation of high impact instructional strategies and a system of supports for teachers and school leaders.
Climate/Culture	• Provide technical assistance and professional learning focused on reducing chronic absenteeism. • Provide additional student supports to improve student discipline. • Improve family engagement with development of a family engagement plan that includes providing a family Welcome Center.
Operations	• Development of a master schedule that includes additional time for teacher collaboration and implementation of student supports. • Provide technology to enhance implementation of high impact instruction.

New Britain High School
COHORT VI - ENTERED NETWORK FALL 2017
New Britain School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

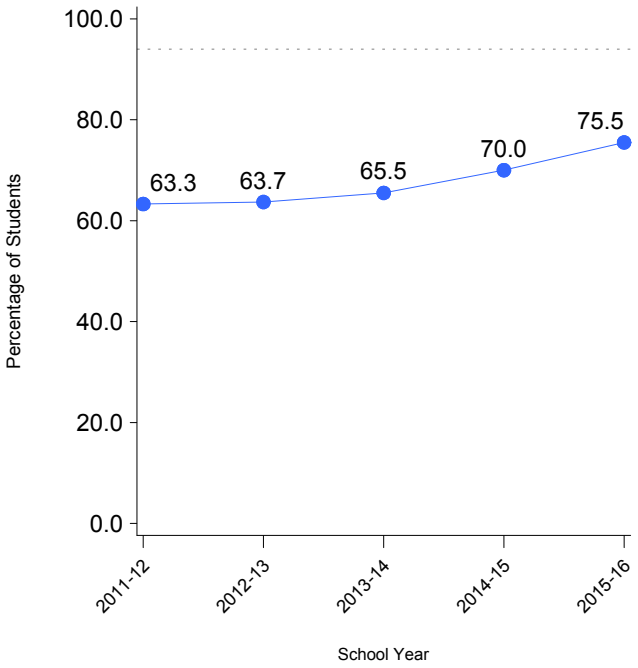
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



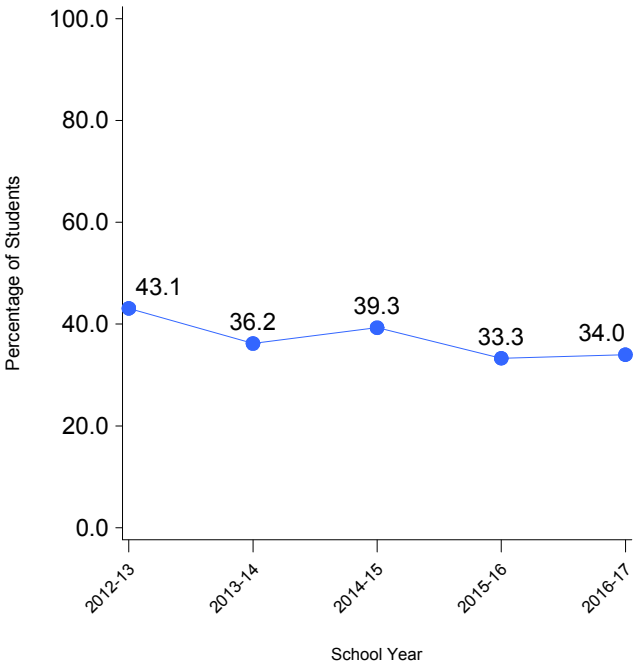
Four-Year Graduation Rate

The percentage of first time 9th graders who received a standard high school diploma in four years or less. The target for this indicator is 94% as indicated by the dotted line in the chart.



Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

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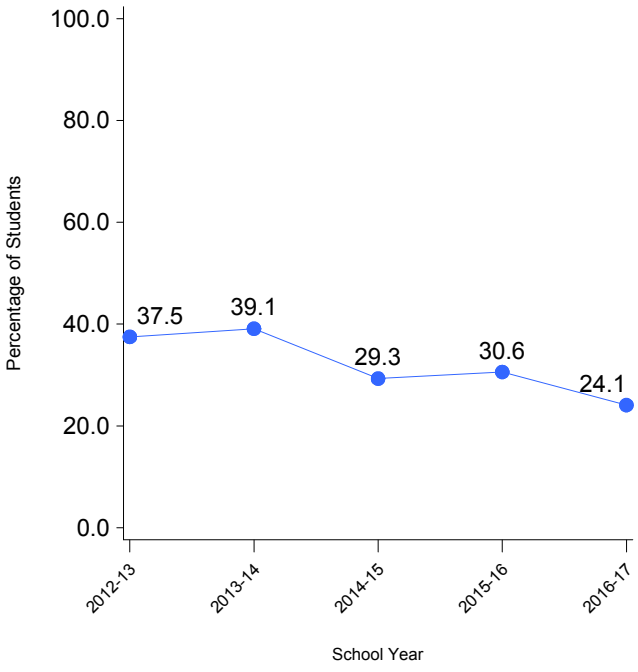

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COMMISSIONER'S NETWORK FAST FACTS

CLINTON AVENUE SCHOOL
GRADES K-8
COHORT V — ENTERED NETWORK FALL 2016
New Haven Public Schools

SUCCESS

Clinton Avenue School is currently in its second year in the Commissioner's Network. Beginning last year, teachers and the instructional leadership team collaboratively developed and implemented standards-based Units of Studies. This year, Clinton Avenue School has established and implemented *Stop-and-Drop*, an intervention block servicing all students by utilizing all staff members as resources. In an effort to increase parent and community engagement aligned to academic goals, staff will continue the use of the ASPIRE Survey tool to strategically develop meaningful engagement opportunities.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2
$880,000	$700,000

PRIORITIES

Talent	• Implement a coaching model to support teachers through model lessons, co-teaching, observations, walk-throughs, and debriefing sessions. • Provide professional learning to teachers focused on deepening understanding of math standards and the implementation of a Project/Inquiry-Based Learning Model.
Academics	• Implement an intervention block focused on addressing the needs of all students. • Continue to develop and implement a standards-aligned Literacy Framework for grades K-8.
Climate/Culture	• Implement Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices. • Strategically develop meaningful engagement opportunities utilizing the ASPIRE Survey tool, focusing on academic goals.
Operations	• Schedule common planning time for staff for professional learning and planning.

Clinton Avenue School
COHORT V - ENTERED NETWORK FALL 2016
New Haven School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

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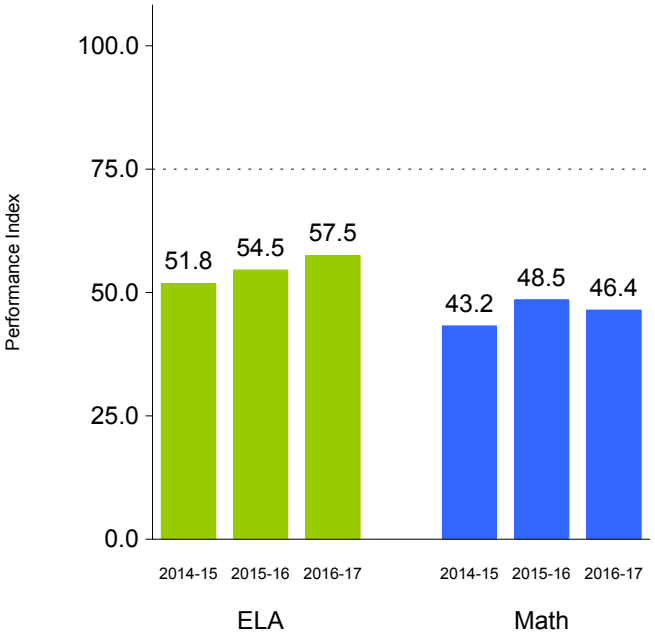

Academic Growth *(Matched Students)*

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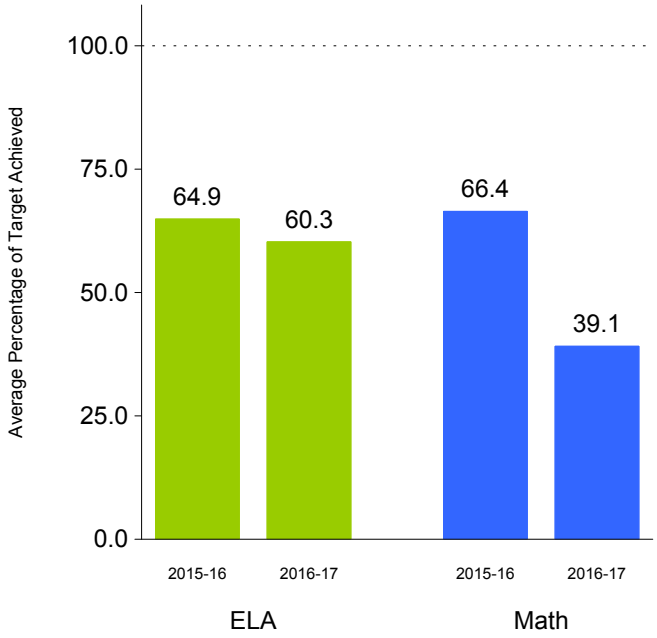
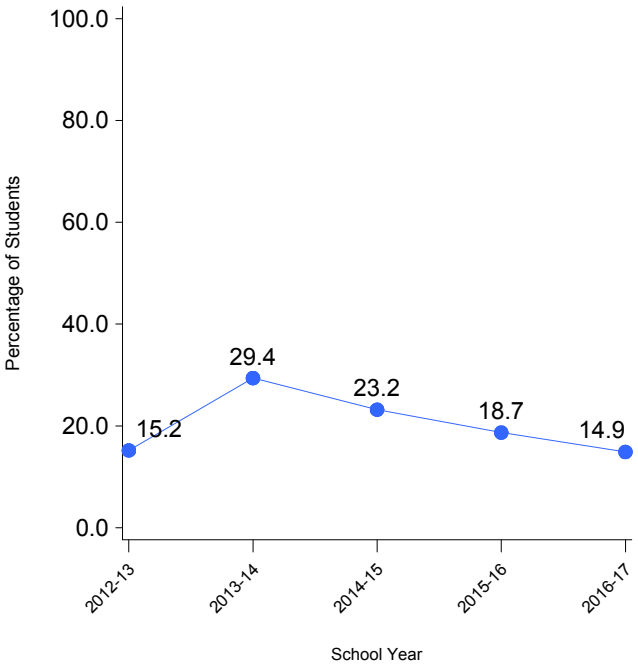


Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

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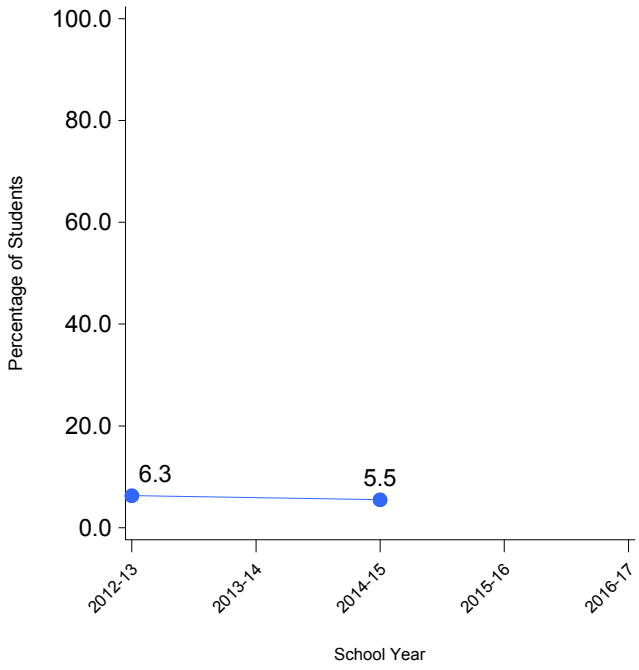

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

LINCOLN-BASSETT COMMUNITY SCHOOL
GRADES PK-6
COHORT III- ENTERED NETWORK FALL 2014
New Haven Public Schools

SUCCESS

Weekly analysis of student data, on-going professional learning and support for teachers, as well as a comprehensive technology program, contributed to Lincoln-Bassett's gains on the Smarter Balanced Assessment. In its third year in the Network, Lincoln-Bassett Community School's continued attention to strengthening school climate and culture, has resulted in a decrease in chronic absenteeism and in-school suspensions.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
$764,998	$650,000	$465,000	$440,000

PRIORITIES

Talent	• Build paraeducator capacity to support teachers in delivering instruction. • Provide professional learning for teachers in the areas of literacy, math, lesson planning/implementation, Scientific Research-Based Interventions, technology, and operational support.
Academics	• Continue with intervention blocks to provide academic and behavioral supports to students.
Climate/Culture	• Utilize behavior interventionist to implement the restorative practices framework.
Operations	• Offer before-and after-school programming to provide additional academic supports and build parental and community engagement to supply families with a safe place for students to work.

Lincoln-Bassett School
COHORT III - ENTERED NETWORK FALL 2014
New Haven School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

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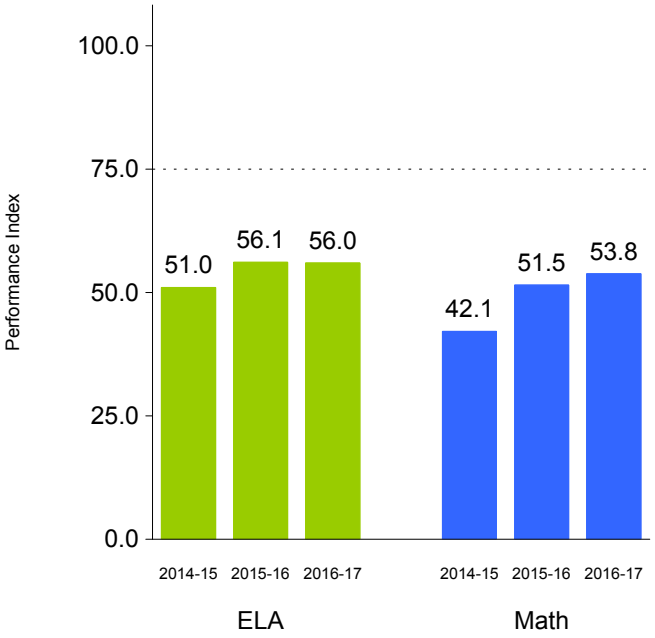

Academic Growth *(Matched Students)*

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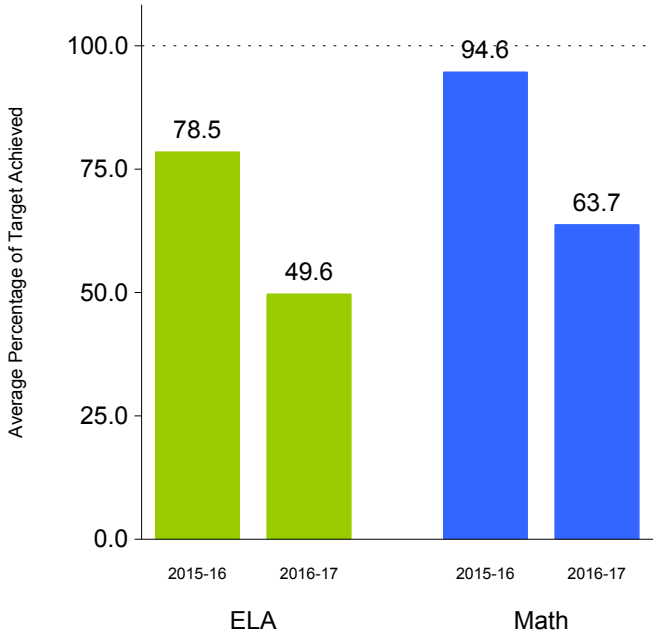
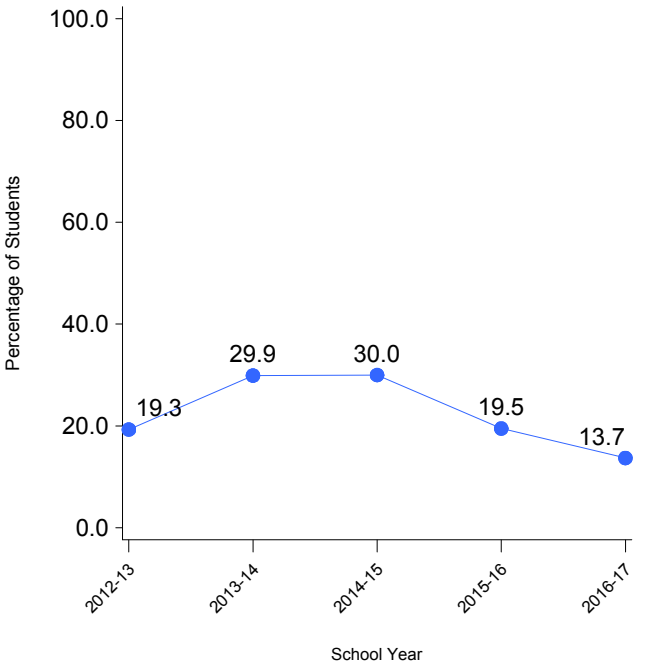


Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

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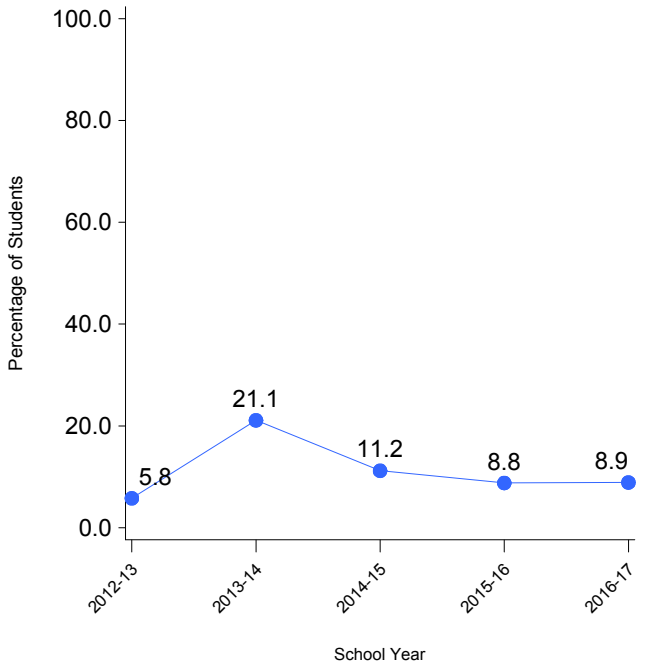

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

WILBUR CROSS HIGH SCHOOL
GRADES 9-12
COHORT II — ENTERED NETWORK FALL 2013
New Haven Public Schools

SUCCESS

Wilbur Cross High School began the implementation of a schoolwide structure of smaller learning communities beginning in 2015-16 after successful implementation of the school's Internationals Academy in 2014-15. The school's four-year graduation rate increased from the 2012-13 school year to the 2015-16 school year. The suspension rate has decreased from 24.7 percent in 2012-13 to 9 percent in 2016-17.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4	Year 5
$743,546	$633,392	$1,113,000	$850,000	$680,000

PRIORITIES

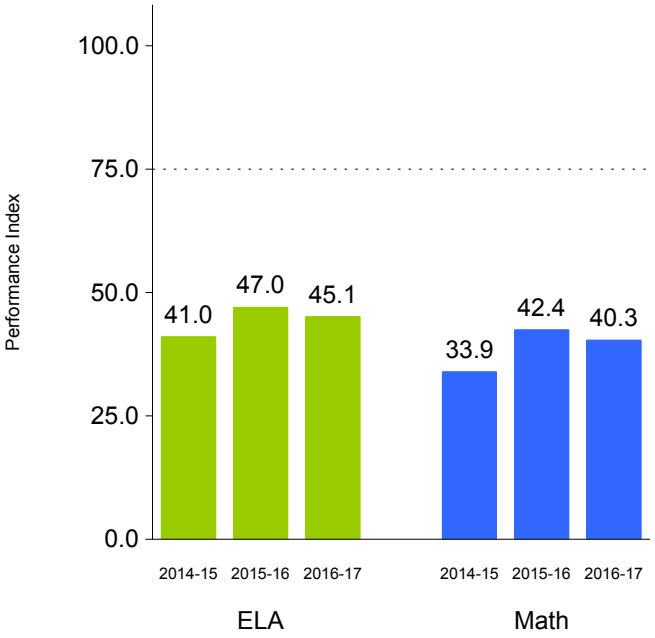
Talent	• Build capacity for staff positions which are important to the successful implementation of smaller learning communities, including an internship coordinator, a college and career center coordinator and a student retention specialist.
Academics	• Focus professional learning on improving instructional practice, academic rigor, differentiation, student engagement and interdisciplinary project-based learning. • Develop a professional learning team to sustain supports for English Learners beyond the Commissioner's Network grant period. • Implementation of elective courses that support smaller learning community themes and provide students with authentic learning related to career choices.
Climate/Culture	• Provide high impact wraparound services in partnership with the Foundation for the Arts and Trauma, and Southern Connecticut State University interns program. • Implement strategies and learning activities that build student connectedness to the school and create solid interpersonal relationships among stakeholders.
Operations	N/A

Wilbur Cross High School
COHORT II - ENTERED NETWORK FALL 2013
New Haven School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

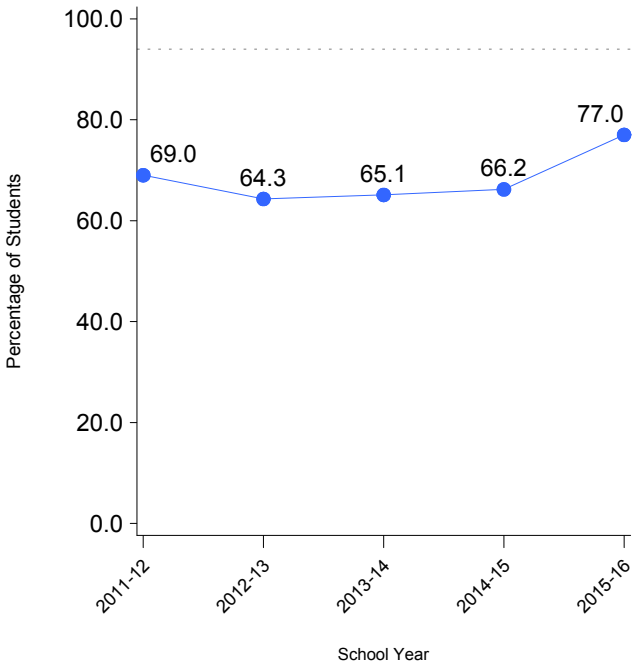
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



Four-Year Graduation Rate

The percentage of first time 9th graders who received a standard high school diploma in four years or less. The target for this indicator is 94% as indicated by the dotted line in the chart.



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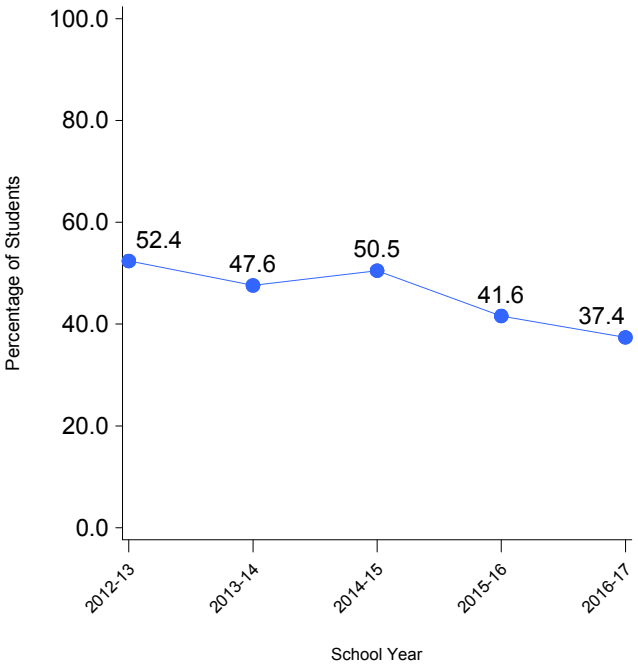

Suspension Rate

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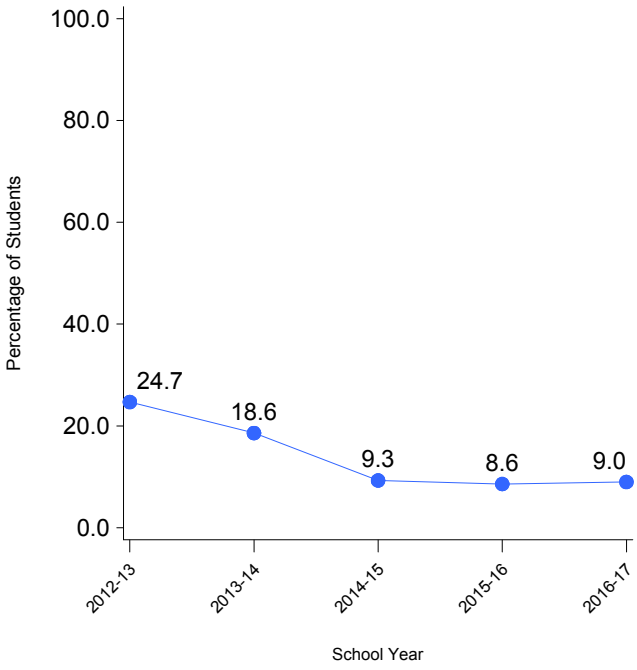

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

UNCAS NETWORK SCHOOL
GRADES K-5
COHORT III — ENTERED NETWORK FALL 2014
Norwich Public Schools

SUCCESS

Revisions to the master schedule at Uncas Network School have created more opportunities for inclusive practices. Strong implementation of the workshop model with differentiated student supports are in place. Full-time art and music enrichment are scaffolding literacy and math instruction. Fundations, a multisensory, foundational skills program in kindergarten and first grade, has proved to be very engaging to students and is improving writing and decoding skills of primary level students. Actively connecting with families has increased student engagement school-wide. School community has been strengthened through the implementation of Restorative Practices and the Choose Love program.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
$601,754	$500,000	$350,000	$190,000

Talent	• Provide additional support for English learners through the addition of bilingual personnel.
Academics	• Promote collaboration among interventionists, certified support staff, and classroom teachers so that students receive targeted instruction based on individual need. • Provide targeted support and enrichment to students in math and literacy through interventionists providing push-in and pull-out services.
Climate/Culture	• Implement Restorative Practices and the Choose Love program to enhance systems of recognition, student ownership and accountability as well as building a stronger school community. • Continue efforts to improve student average daily attendance and reduce chronic absenteeism.
Operations	N/A

Uncas Network School
COHORT III - ENTERED NETWORK FALL 2014
Norwich School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

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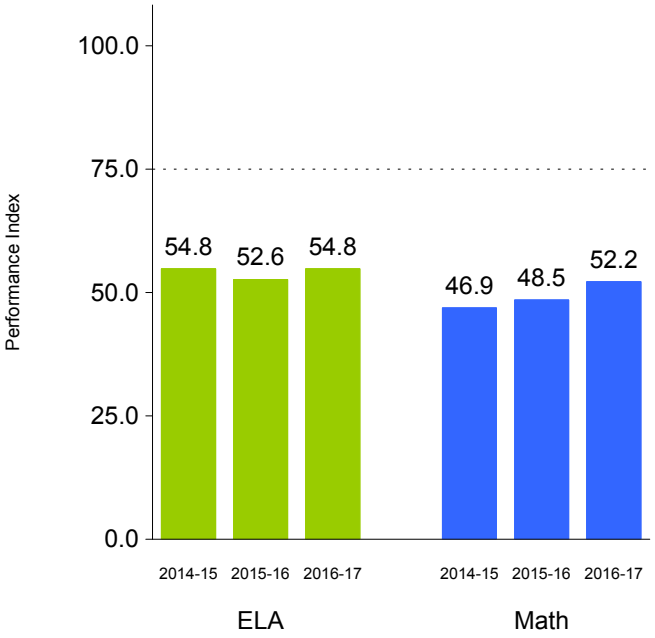

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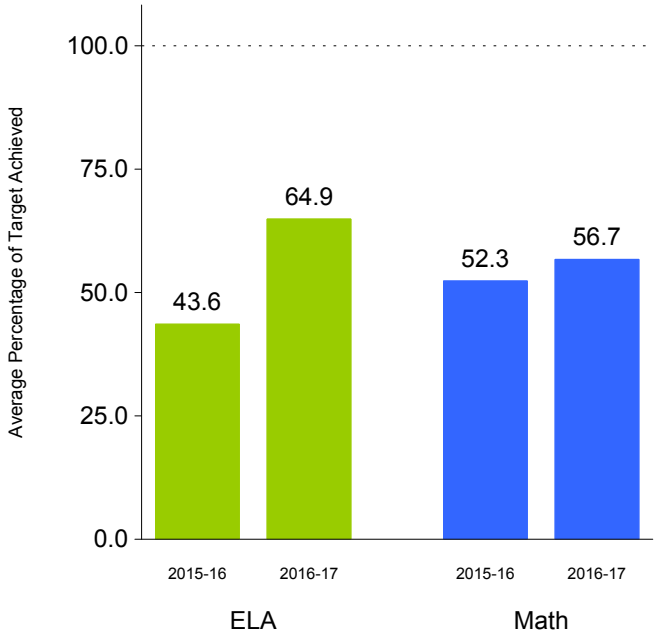

Chronic Absenteeism

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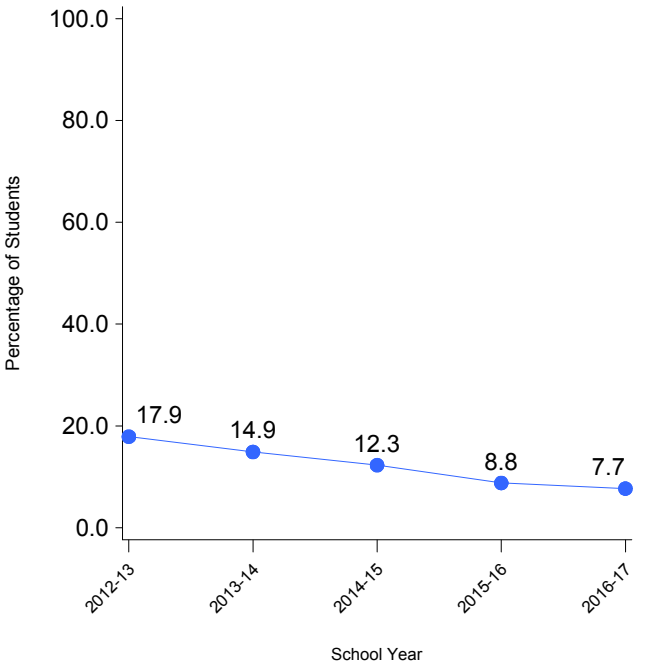

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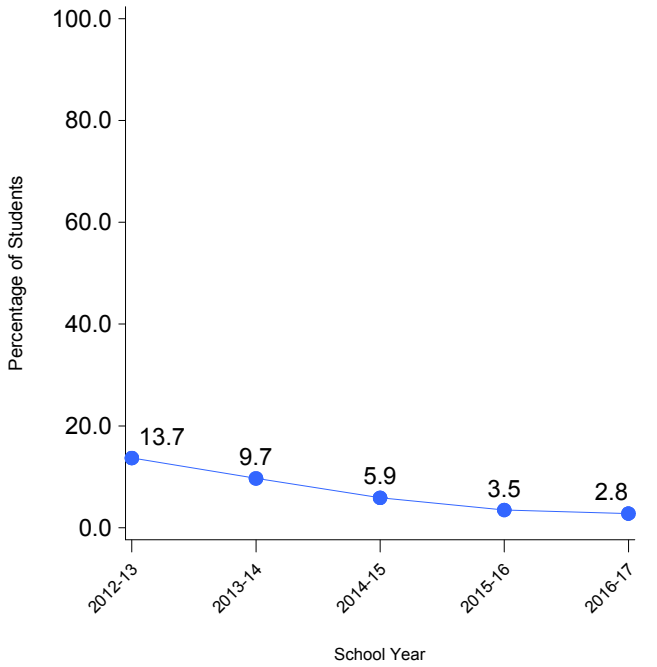

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

CROSBY HIGH SCHOOL
GRADES 9-12
COHORT II — ENTERED NETWORK FALL 2013
Waterbury Public Schools

SUCCESS

The Recuperative Academy uses a blended learning approach to address the needs of over-age/under-credited students, resulting in improvement of graduation rates. Attention to culturally responsive teaching and Positive Behavioral Interventions and Supports (PBIS), has contributed to a school climate and culture that is more conducive to learning. The implementation of small learning communities has led to more students enrolled in dual enrollment courses with Naugatuck Valley Community College.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4	Year 5
$544,719	$500,320	$1,192,000	$800,000	$640,000

PRIORITIES

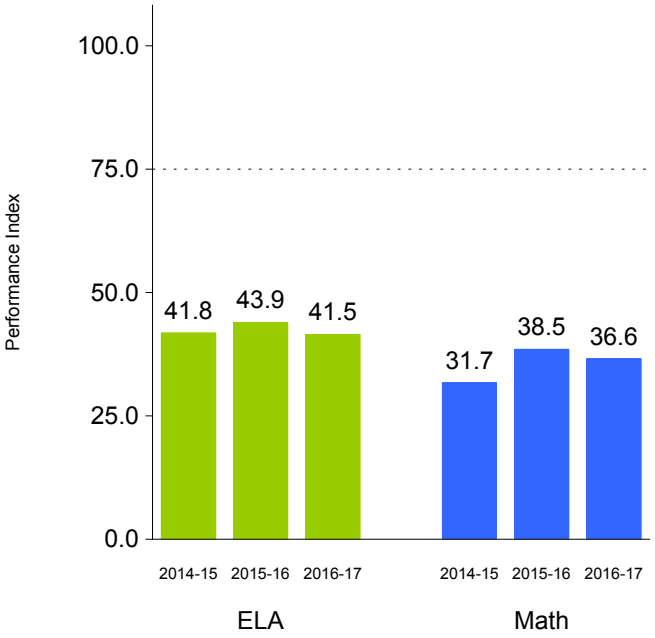
Talent	• Provide professional learning to improve student engagement with use of project-based learning and culturally responsive teaching strategies. • Select teacher professional learning with Advancement via Individual Determination (AVID), an in-school academic support program.
Academics	• Continue the school's Recuperative Program focusing on improving graduation rates for students identified as over-age and/or under-credited. • Support student academic outcomes with assistance from a math interventionist and Bridge to College program with Naugatuck Valley Community College.
Climate/Culture	• Continue technical assistance and professional learning focused on reducing chronic absenteeism. • Participate in Developing Tomorrow's Professionals, a state-supported leadership development program for young men. • Provide additional student supports to improve student discipline.
Operations	N/A

Crosby High School
COHORT II - ENTERED NETWORK FALL 2013
Waterbury School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

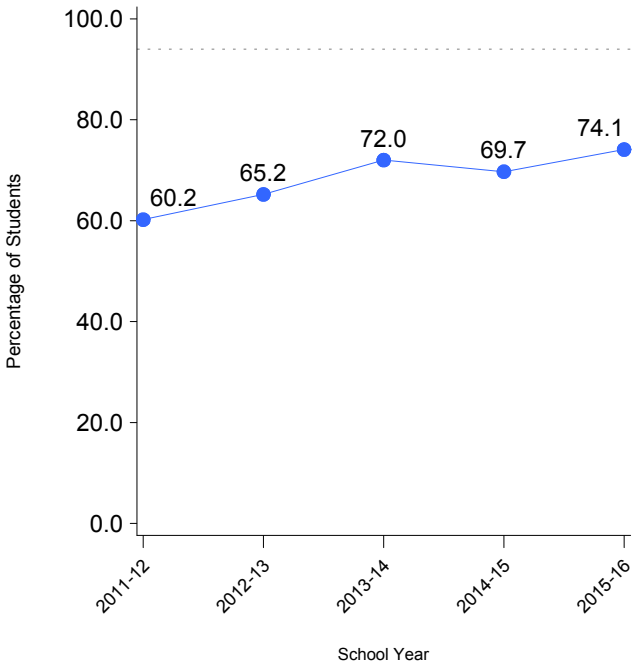
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



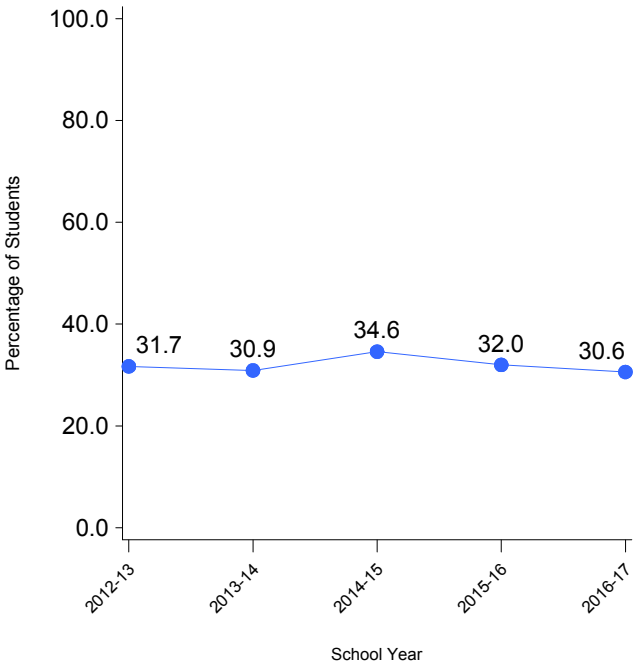
Four-Year Graduation Rate

The percentage of first time 9th graders who received a standard high school diploma in four years or less. The target for this indicator is 94% as indicated by the dotted line in the chart.



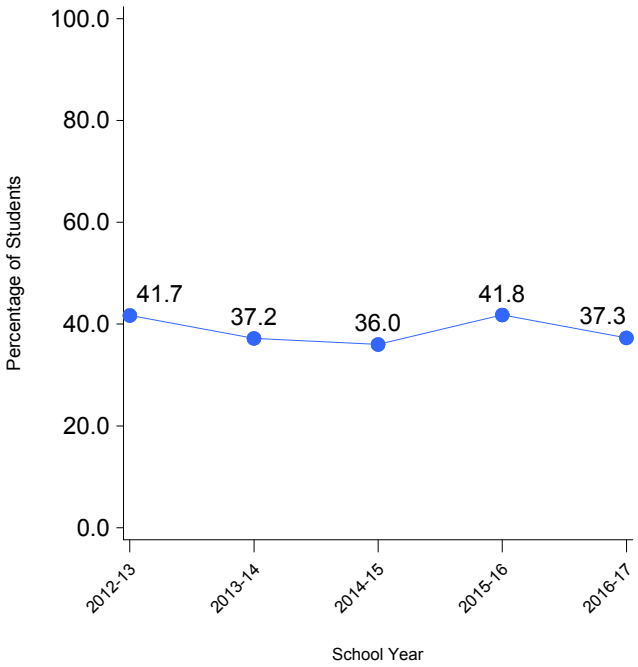
Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

The percentage of students who received at least one suspension or expulsion during the school year.



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CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

WALSH ELEMENTARY SCHOOL
GRADES PK-5
COHORT II — ENTERED NETWORK FALL 2013
Waterbury Public Schools

SUCCESS

With the sustained implementation of the Project CHILD model, Walsh Elementary School continues to build upon best practices proven to be impact with teacher- and student-outcomes. Teachers use the district-adopted curricula aligned to Connecticut Core Standards, together with the Project CHILD model to plan and implement differentiated instruction through small-groups throughout the content areas. Teachers and interventionists work collaboratively with coaches to align supports, lesson design, and instruction.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4	Year 5
$470,960	$785,246	$624,720	$350,000	$160,000

PRIORITIES

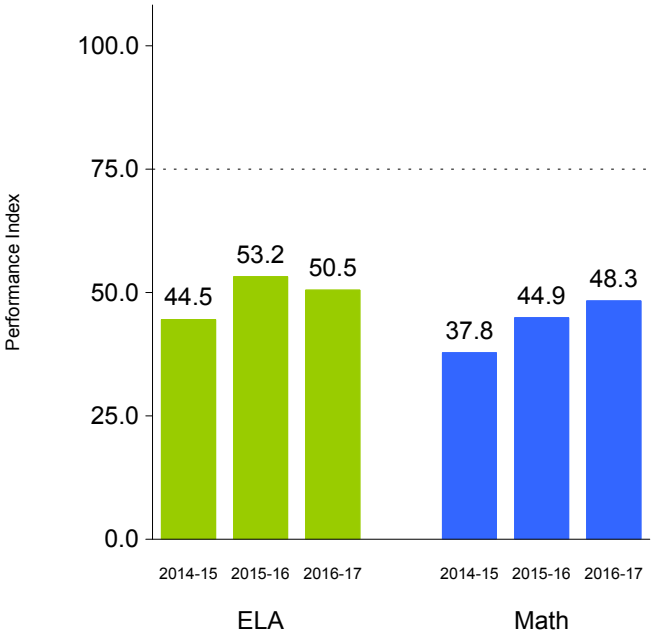
Talent	N/A
Academics	• Interventionists will provide Tier II support, aligned to student need. They will work collaboratively with coaches to align supports, lesson design, and instruction.
Climate/Culture	• Continue efforts to reduce suspensions using the prevention specialist to facilitate support groups and preventative services.
Operations	• Improve teacher effectiveness through the purchase of supplemental instructional materials supporting classroom instruction.

Walsh School
COHORT II - ENTERED NETWORK FALL 2013
Waterbury School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

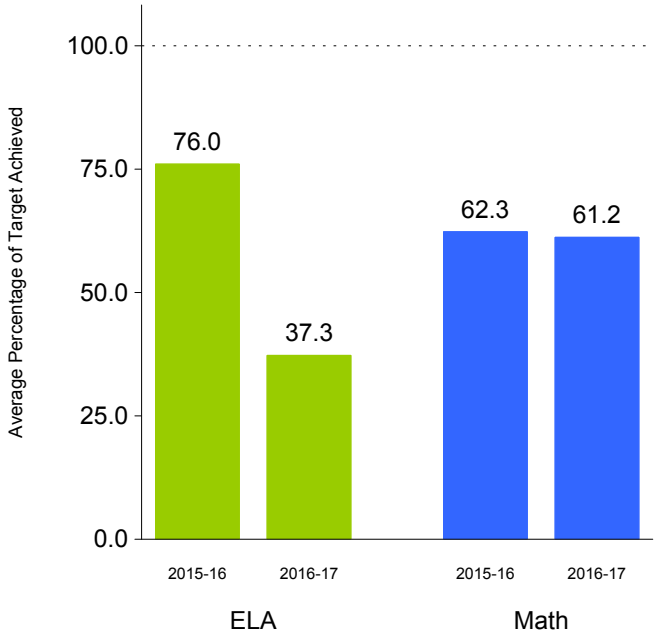
Academic Achievement

The Performance Index represents average performance of students in a subject area. When the index is 75 or better, the students are on average, performing solidly in the desired achievement level. The target for 2029-30 is 75.0 as indicated by the dotted line in the chart.



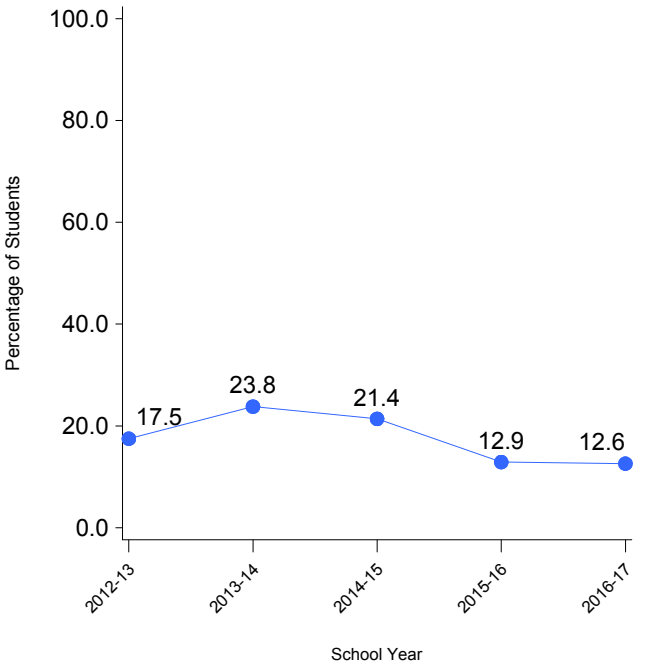
Academic Growth *(Matched Students)*

The Average Percentage of Target Achieved is a percentage of the individualized growth target achieved by students on average. The target for 2029-30 is 100% as indicated by the dotted line in the chart.



Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



Suspension Rate

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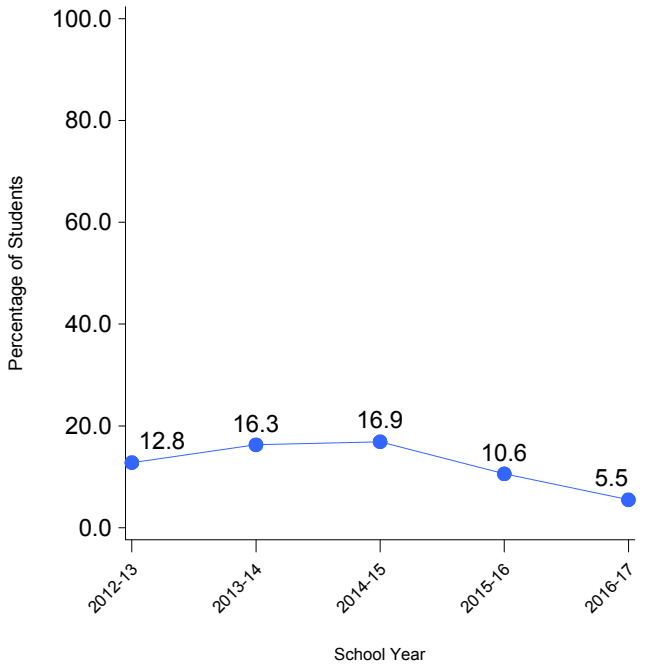

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CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

BATCHELLER EARLY EDUCATION CENTER
GRADES PK-2
COHORT V — ENTERED NETWORK FALL 2016
Winchester Public Schools

SUCCESS

Batcheller Early Childhood Center continues a partnership with the Connecticut Science Center to effectively implement an inquiry-based model of instruction across all academic disciplines. Batcheller also works closely with community partners to implement a weekly science, technology, enrichment, arts, and mathematics block that increases student engagement and fosters innovation, creativity, technological skills, and artistic abilities.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2
$730,375	$585,000

PRIORITIES

Talent	• Collaborate with the Connecticut Science Center to support an inquiry-based model of instruction. • Implement a systematic instructional coaching model to build teacher capacity in Literacy and math instruction.
Academics	• Implement a Common Core-aligned curriculum with embedded standards-based interim assessments. • Incorporate a multi-tiered intervention and acceleration block.
Climate/Culture	• Develop character and build a stronger school community through the implementation of the Second Step program. • Develop community partnerships for enrichment opportunities.
Operations	• Support further implementation of one-to-one devices. • Expand CHAMPS Program to increase after school enrichment opportunities.

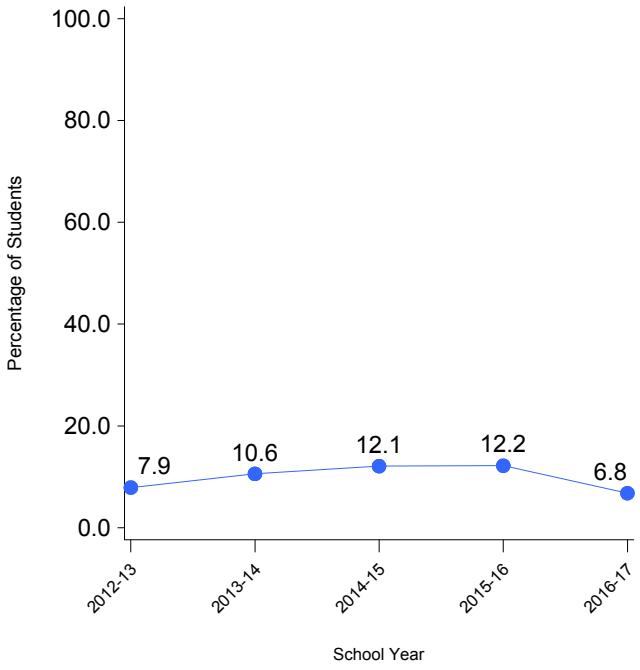
Batcheller Early Education Center
COHORT V - ENTERED NETWORK FALL 2016
Winchester School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Note: This section is intentionally left blank because as a PK-2 school, Batcheller Early Education Center does not participate in the Smarter Balanced Assessments.

Chronic Absenteeism

The percentage of students who missed at least 10% of their enrolled school days for any reason.



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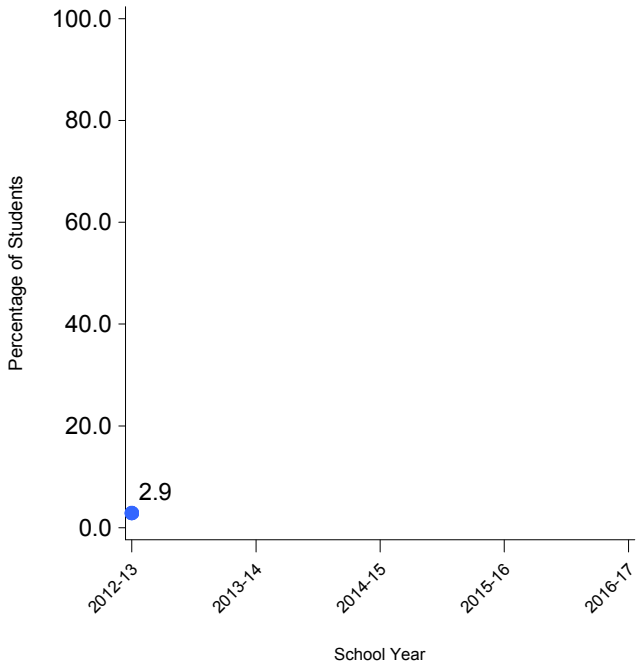

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CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

PEARSON SCHOOL
GRADES 3-6
COHORT V — ENTERED NETWORK FALL 2016
Winchester Public Schools

SUCCESS

In its second year in the Network, Pearson School continues to enhance its partnership with the Connecticut Science Center to effectively implement an inquiry-based model of instruction across all academic disciplines. Pearson works closely with community partners to implement a weekly science, technology, enrichment, arts, and mathematics (STEAM) block that increases student engagement and fosters innovation, creativity, technological skills, and artistic abilities.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2
$830,375	$660,000

PRIORITIES

Talent	• Collaborate with the Connecticut Science Center to increase the capacity of teachers through inquiry-based instructional coaching. • Provide on-site professional learning and coaching to support instruction, curriculum, and program development.
Academics	• Incorporate a multi-tiered intervention and acceleration block into the school day. • Implement a Connecticut Core-aligned curriculum with embedded standards-based assessments.
Climate/Culture	• Implement recognition and incentives for positive student behavior. • Enhance community partnerships for enrichment opportunities.
Operations	• Support further implementation of one-to-one devices for students. • Expand CHAMPS Program for before and after-school enrichment opportunities.

Pearson Middle School
COHORT V - ENTERED NETWORK FALL 2016
Winchester School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

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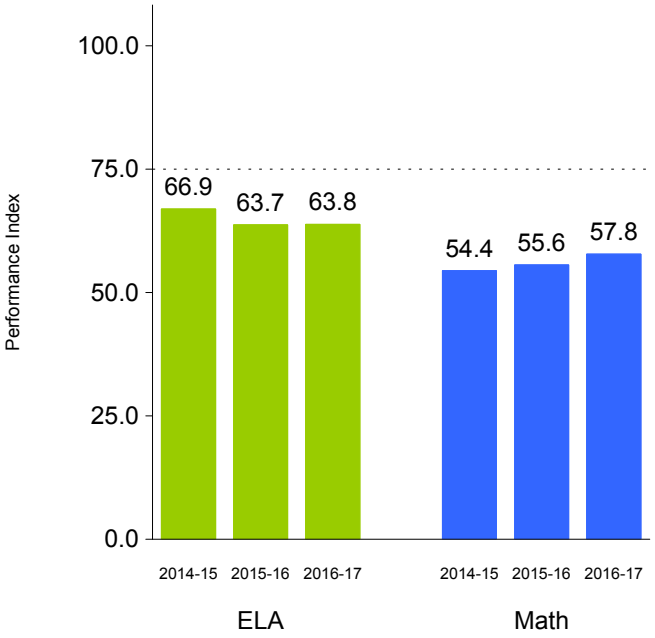

Academic Growth *(Matched Students)*

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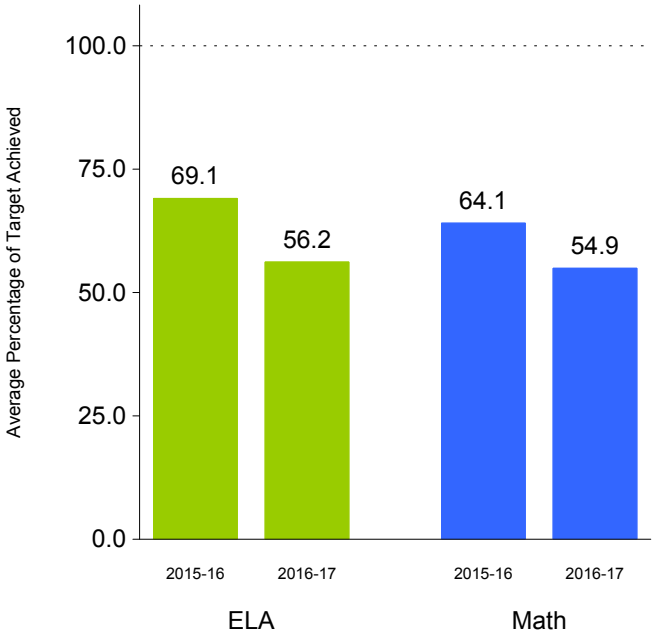

Chronic Absenteeism

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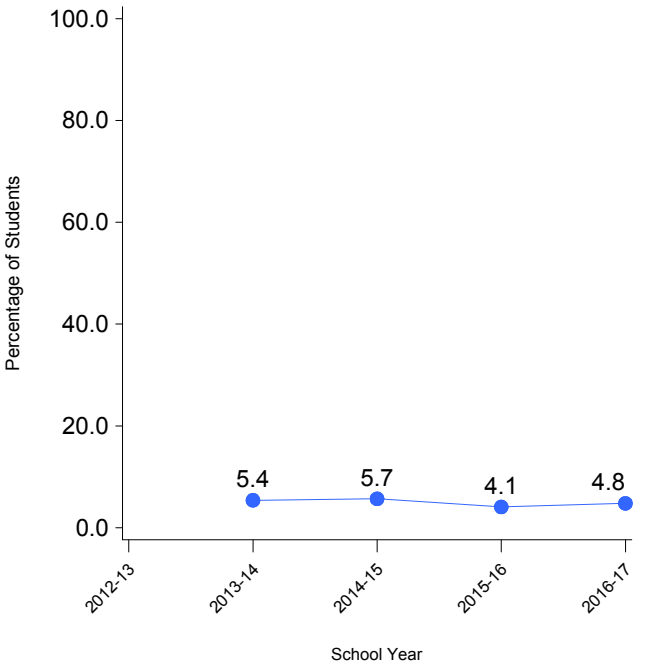

Suspension Rate

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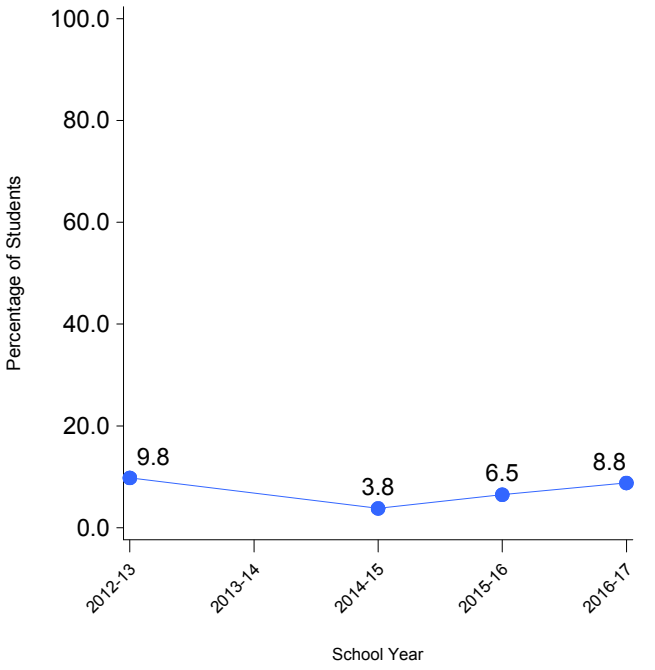

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CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSIONER'S NETWORK FAST FACTS

WINDHAM MIDDLE SCHOOL
GRADES 6-8
COHORT II — ENTERED NETWORK FALL 2013
Windham Public Schools

SUCCESS

In its final year in the Commissioner's Network, Windham Middle School (WMS) supports district priorities of student achievement, building staff capacity, community engagement, and operational efficiency by implementing its Small Learning Community model, which focuses on teaming and collaboration to increase schoolwide rigor, relevance, and relationships. This model lends itself to lower student-teacher ratios, allows for grade-level data and student-focused team meetings, collaborative planning, grade-level advisory curriculum, and enables students to make stronger connections with adults.

COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4	Year 5
$500,000	$891,223	$587,840	$340,000	$140,000

PRIORITIES

Talent	• Continue the implementation of a facilitative coaching model, with coaching and learning plan templates. • Reduce teacher turnover and hiring and retaining certified math teachers.
Academics	• Continue the implementation of the Connecticut Core Standards (CCS) in English language arts and math curricula for all grades; and the rollout of CCS/Next Generation Science Standards aligned curriculum for social studies and science. • Increases student engagement through increased rigor and relevance.
Climate/Culture	• Reduce suspension rate, with the goal of increasing student class time. • Continue to shift culture to celebrating successes, shifting adult mindsets to relationship building, and fully utilizing family liaisons.
Operations	• Continue extended learning time with an additional period twice per week to provide remedial instruction, enrichment, and support time.

Windham Middle School
COHORT II - ENTERED NETWORK FALL 2013
Windham School District

LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT

Academic Achievement

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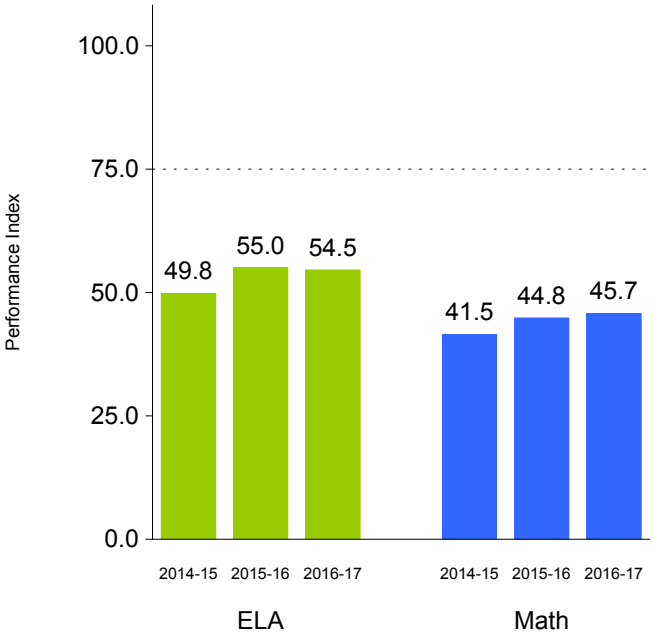

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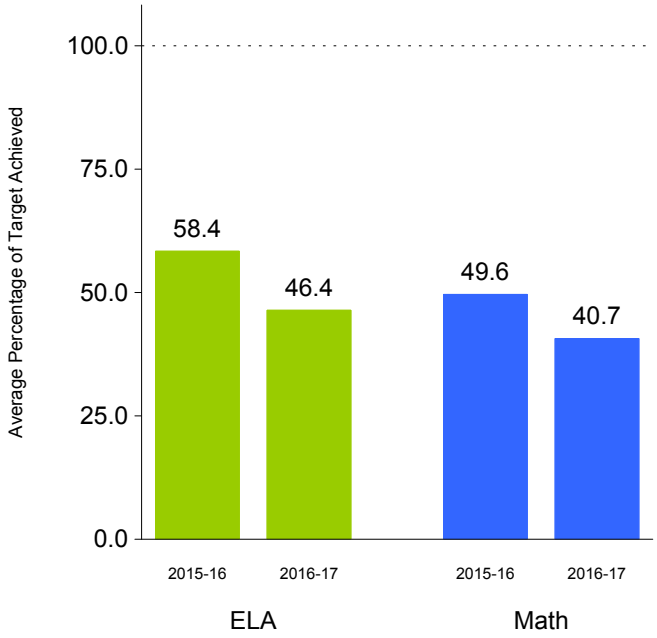

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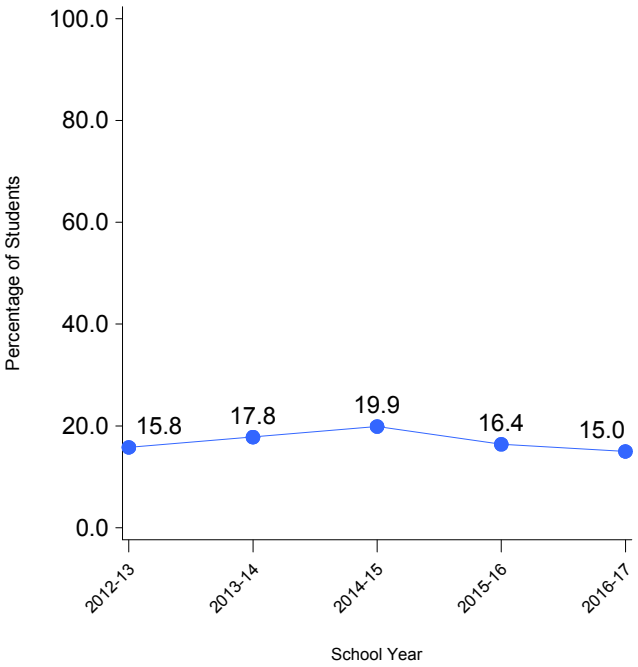

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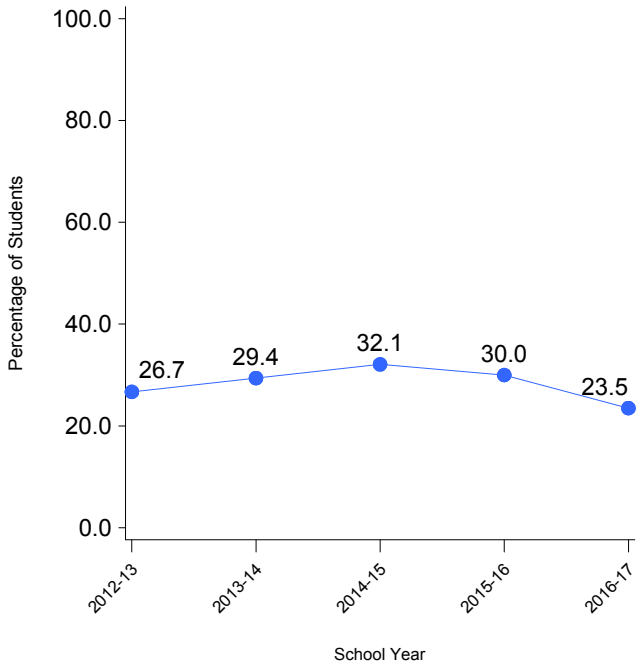

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